

COLLEGE OF ARTS AND SCIENCES

PROGRAM OF STUDY

Introduction

The College of Arts and Sciences is a community of about 4,000 undergraduates and 600 faculty members. It is also a graduate school and research center. Altogether it attracts faculty whose research and scholarly and creative work require first-rate academic facilities and who bring to all their students the profound questioning and exciting ideas of current scholarship. Finally, the college exists within a university of other colleges at Cornell—about 19,000 undergraduate and graduate students and 1,500 faculty members. This wider community provides depth and diversity of applied and professional studies beyond what one college of the liberal arts and sciences alone can offer. Students studying the liberal arts and sciences may draw upon the knowledge and facilities of the other colleges at Cornell to complement their studies. Abundant variety and outstanding quality in many fields, including interdisciplinary fields, and emphasis on individual academic freedom and responsibility give the college and the university its distinctive character.

The richness of the college's undergraduate curriculum is extraordinary; there is no course that all students must take, and there are nearly 2,000 from which they may choose. By choosing courses each semester, students design their own education. They develop known interests and explore new subjects. An education in the liberal arts and sciences means honing one's critical and imaginative capacities, learning about oneself in nature and culture, and gaining experience with views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to design a sensible, challenging, and appropriate course of study.

Yet the faculty believes that each student's education should have certain common qualities. These include familiarity with several different ways of knowing that are reflected in the various disciplines and fields of study. In addition to these general areas of knowledge, students acquire effective writing and quantitative skills, study foreign languages, achieve cultural breadth, and concentrate on one particular field through which they deepen their imaginative and critical thinking as fully as possible. To accomplish these objectives, the college has certain requirements for graduation.

The College of Arts and Sciences awards one undergraduate degree, the Bachelor of Arts degree

Summary of Requirements

- 1) First-Year Writing Seminars: two courses. (See John S. Knight Institute for Writing in the Disciplines p. 550.)

- 2) Foreign language: proficiency in one language or qualification in two; zero to four courses, depending on background.
- 3) Distribution: nine courses, three of which are satisfied with a major in humanities or social sciences and four of which are satisfied with a major in sciences.
- 4) Breadth: two courses (may be among courses for distribution, major, or electives).
- 5) Major.
- 6) Electives: four or five courses (at least 15 credits) not used to fulfill other requirements and not in the major field.
- 7) Residence: eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meet the additional criteria to accelerate graduation. (See below under "Acceleration.")
- 8) 34 courses: a three- or four-credit course counts as one course. A two-credit course counts as half a course; a one-credit course does not normally count toward the requirement; a six-credit language course counts as one and one-half courses. (See below under "Courses and Credits" for some one-credit courses in music, dance, and theatre performance that can be cumulated to count as one-half course and for counting five and six credit courses.
- 9) Credits: a total of 120 academic credits, of which 100 must be taken in the College of Arts and Sciences. (Note "Non-credit courses below.")
- 10) Physical education: completion of the university requirement (passing a swim test and two one-credit non-academic courses). Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good academic standing each semester.
- 11) Application to graduate. (See below under "Graduation.")

Explanation of Requirements

Foreign Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying language other than one's own helps students understand the problematics of language, our fundamental intellectual tool, and enables understanding of another culture for exploration. The sooner a student acquires competence, the sooner it will be useful. Hence, work toward the foreign language requirement should be undertaken in the first two years. Courses in foreign languages and/or literature are taught in the College of Arts and Sciences by the following departments: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* (competence at the intermediate level) in one language
or
- 2) by attaining *qualification* (mastery of an introductory sequence) in two languages.

Proficiency

Proficiency may be attained in languages by passing an intermediate (usually 200-level) Cornell course (or Chinese or Japanese 161). Introductory courses in some less commonly taught languages are taught at the 200-level or above; (for example, Ancient Egyptian and Welsh); these do not confer proficiency. Proficiency can also be earned by examination. A score of 4 or 5 on an AP *literature* exam in French, Italian, or Spanish earns proficiency and three credits. A score of 4 or 5 on the AP exam in German earns proficiency and three credits. Students with those scores should also take the Cornell Advanced Standing Examination (CASE), given during orientation week, to see if they can earn three additional credits and to obtain appropriate placement for further language study. A score of 4 or 5 on an AP *language* exam earns three credits but *does not* carry with it proficiency. However, a student who received a score of 4 or 5 on an AP language exam can earn proficiency and an additional three credits by scoring high enough on the CASE. Students with appropriate scores on Cornell Language Placement tests or SAT II examinations are also eligible to take the CASE (see chart below). Native speakers and writers of a language other than English may earn proficiency and six credits by taking the CASE or an individual exam (if no CASE is available and a qualified examiner is here).

Qualification

Qualification may be attained in any of the following ways:

- 1) Three years of high school study in any one language gives qualification in that language. No demonstration of competence is necessary. Note, however, that this route to qualification does not guarantee entrance into an intermediate level course. Students who want to continue studying the language must be placed in the appropriate course through an examination. Being placed below the intermediate level does not cancel the qualification.
- 2) Passing the requisite Cornell course, the last course of the introductory sequence.
Note: Except in the case of Sanskrit, completion of language sequences 131–132 does not constitute qualification.
- 3) Achieving the requisite score (see chart) on the SAT II taken in high school or a score of 56 or higher on the appropriate Cornell LP (Language Placement) test.
Students may earn a score of 56 on the placement test at the end of a course

numbered 122 (second semester of the introductory sequence) and consequently attain *qualification* without taking 123, the third semester of the introductory sequence.

- 4) By departmental or (when no placement test is available) individual examination at Cornell (if a qualified examiner is here).

Placement in Language Courses and Advanced Placement Credit

Placement into language courses and advanced placement credit are separate results of examinations.

Placement

Entering students who have had two or more years of high school study in a language, who have been awarded credit for language work at another college or university, or who are native speakers, bilingual, or have spoken the language at home, may enroll in a course in the same language only after being placed by examination. The placement exam may have been taken in high school (SAT II, taken after the last course, or AP, if the score was 4 or 5) or at Cornell (LP test). Students may, but need not, retake a language test if a year or more has passed since last taking it. Being placed into the first course at an intermediate level course does not earn credit toward the degree. Degree credit is earned only for demonstrated mastery of work equivalent to the first course at an intermediate level at Cornell, and placement into the second intermediate course.

Placement Tests and Advanced Placement Credit

- 1) The following language placement and advanced standing tests are scheduled at the beginning of each semester: Chinese, Japanese, and Korean (schedule available from the Department of Asian Studies, 388 Rockefeller Hall); German (schedule available from the Department of German Studies, 183 Goldwin Smith Hall); French, Italian, and Spanish (schedule available from the Department of Romance Studies, 303 Morrill Hall); and Russian (schedule available from the Department of Russian Literature, 226 Morrill Hall). The advanced standing examination in French, German, Italian, Russian, and Spanish, is called the CASE (Cornell Advanced Standing Examination). Eligibility for the CASE may be determined from the placement tables. *In Russian only, all students seeking placement take the CASE.*

Native speakers of Spanish who have completed their secondary education in a Spanish-speaking country do not take the CASE. For these students, the Spanish program offers a walk-in service, the Native Language Accreditation for Spanish, in the third week of September and the first week of February. Students interested in this service should contact Eleanor Dozier in Morrill Hall. Spanish-English bilinguals who do not fit the definition of "native speakers," and whose test scores make them eligible, should take the CASE.

- 2) Arabic: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 3) Greek, ancient and modern: departmental examination, Department of Classics, 120 Goldwin Smith Hall.

French

Placement Tests LPF	SAT II	Language Courses	Literature Courses
below 37	below 410	121	
37-44	410-480	112 or 122	
45-55	490-590	123	
56-64	600-680	206 209 H ADM 266	201
60 and above	640 and above		220, 221, 222
65 and above	690 and above		CASE required for placement in language.
AP 4 or 5 in language, 3 credits			CASE required for placement in language.
AP 4 or 5 in literature, 3 credits and proficiency			CASE required for placement in language.

German

Placement Tests LPG	SAT II	Language Courses	Literature Courses
below 37	below 370	121	
37-44	370-450	122	
45-55	460-570	123	
56-64	580-670	200 205	200
65 and above	680 and above		CASE required for placement
AP 4 or 5, 3 credits			CASE required for placement

Italian

Placement Tests LPI	SAT II	Language Courses	Literature Courses
below 37	below 370	121	
37-44	370-450	122	
45-55	460-580	123	
56-64	590-680	209	214, 215, 216, or 217
65 and above	690 and above		CASE recommended for placement*
AP 4 or 5 in language, 3 credits			CASE recommended for placement*
AP 4 or 5 in literature, 3 credits and proficiency			CASE recommended for placement*

* Students who have a score of 65 or higher on the LPI, or 690 or higher on the SAT II, or an AP score of 4 or 5 may enroll in Italian 216 or 209 without taking the CASE.

Spanish

Placement Tests LPS	SAT II	Language Courses	Literature Courses
below 37	below 370	121	
37-44	370-450	112 122	
45-55	460-580	123	
56-64	590-680	200 209 207	218
65 and above	690 and above		CASE recommended for placement*
AP 4 or 5 in language, 3 credits			CASE recommended for placement*
AP 4 or 5 in literature, 3 credits and proficiency			CASE recommended for placement*

* Students who have a score of 65 or higher on the LPS, or 690 or higher on the SAT II, or an AP score of 4 or 5 may enroll in Spanish 200, 207, or 209 without taking the CASE.

- 4) Hebrew: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 5) Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.

Substitutions to the Language Requirement

Outright waivers of the requirement are never granted. However, rarely and as appropriate, alternatives to language acquisition are approved. Legitimate requests for substitutions require evidence of inability to learn foreign languages in a classroom setting. Most students provide documentation of learning disabilities relating to foreign language acquisition (e.g., an auditory processing problem) to Student Disability Services, 420 Computing and Communications Center, 255-4545. Other students who may never have been tested for a disability reveal it through repeated and dedicated but vain attempts in formal language courses. A poor grade in a Cornell introductory language course or taking the LP exam repeatedly and unsuccessfully is not adequate evidence.

Students who wish to request a substitution for the normal requirement should meet with Dean Walbridge, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall. If Dean Walbridge determines that the request has merit, the student meets with the Language Substitution Review Committee. This committee makes the final decision for or against a substitution. If a substitution is allowed, the committee works with the student to select substitute courses.

Distribution Requirements

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter and points of view among disciplines in the college and explore areas that may be entirely new to them. Or, to look at it the other way, as first-year students explore subjects that interest them, they begin to satisfy distribution requirements. Consequently, first-year students should take courses to prepare for possible majors and to explore subjects new to them and take no course only in order to satisfy a distribution requirement. Although students may complete distribution requirements over eight semesters, they can take advanced courses in subjects they (perhaps unexpectedly) find intriguing only if they have completed the introductory prerequisites. Consequently, students should not postpone satisfying distribution requirements until the last semesters. Once sure of a major, students should consider which distribution requirements are yet unfilled and how to fulfill them with courses that complement their overall program.

Students must take a total of nine courses of three or more credits each for the distribution requirements: four courses from Groups I (science) and II (quantitative reasoning) below, at least two of which are from Group I and at least one of which is from Group II (for example, one chemistry, one physics, one geology, and one mathematics); five courses from Groups III (social science) and IV (humanities and the arts) below, with at least two in each group and two in the same department (for example, one course in sociology, one in history, one in history of art, and two in theater arts). Courses that satisfy distribution requirements are listed and

described in their departmental sections. The Roman numeral—I, II, III, or IV indicates which group they satisfy. If there is no numeral at all, the course satisfies no distribution requirement. Courses in the major may be applied to the distribution requirements (unless prohibited by one of the restrictions noted under restrictions on applying AP credit, transfer credit, and Cornell courses to distribution requirements).

I. Physical and Biological Sciences

In fulfilling the four courses in science and quantitative reasoning, students must take at least two science courses. At least one of these must be from the primary list of courses in science departments in the College of Arts and Sciences:

Primary list:

(The courses listed individually are all cross-listed in an A&S science department.)

Animal Science:

427 Fundamentals Endocrinology

Anthropology:

275 Human Biology and Evolution
371 Human Paleontology
474 Lab and Field Methods in Human Biology

Applied & Engineering Physics:

470 Biophysical Methods

Astronomy: all courses

Biological Sciences: all 3 or 4 credit courses *except* BIO G 200 and BIO G 499 (unless permission is obtained from the Director of Undergraduate Studies in biology), BIO G 209, BIO G 498, and BIOSM 204, any combination of two from BIO 101-104.

Biological & Environmental Engineering:

456 Biomechanics of Plants

Biology & Society:

214 Biological Basis of Sex
461 Environmental Policy

Chemistry and Chemical Biology: all courses

Cognitive Studies:

111 Brain, Mind, & Behavior

Computer Science:

321 Numerical Methods in Computational Molecular Biology

Earth and Atmospheric Sciences: all courses *except* 150, 250

Entomology:

400 Insect Development
452 Herbivores and Plants
453 Princ/Pract Historical Biogeography
454 Insect Ecology
455 Stream Ecology

Feminist, Gender and Sexuality Studies (previously Women's Studies):

214 Biological Basis of Sex

Food:

394 Applied and Food Microbiology

History:

287 Evolution

Horticulture:

243 Taxonomy of Cultivated Plants

Math:

362 Dynamic Models in Biology

Natural Resources:

275 Human Biology and Evolution
456 Stream Ecology

Nutritional Science:

475 Mechanisms of Birth Defects

Physics: all courses *except* 205, 209, 210

Plant Pathology:

407 Nature of Sensing and Response

Psychology:

111 Brain, Mind, & Behavior
322 Hormones and Behavior
323 Biopsychology Laboratory
332 Biopsychology of Learning and Memory
396 Introduction to Sensory Systems
424 Neuroethology
429 Olfaction and Taste: Structure and Function
431 Effects of Aging on Sensory and Perception Systems
460 Human Neuroanatomy
492 Sensory Function

SCAS:

398 Environmental Microbiology

Students may select additional science courses from the following **supplementary list**:

Animal Science:

100 Domestic Animal Biology I
150 Domestic Animal Biology II
212 Animal Nutrition

Anthropology:

101 Introduction to Anthropology
208 The Evolution of Human Mating
390 Primate Behavior and Ecology

Applied and Engineering Physics:

110 The Laser and its Applications in Science, Technology, and Medicine

Electrical and Computer Engineering:

200 Intro to Info Science & Tech

Electrical Engineering:

430 Lasers and Optical Electronics

Engineering:

110 The Laser and its Applications in Science, Technology, and Medicine

Entomology:

212 Insect Biology

Food:

200 Introductory Food Science

Materials Science and Engineering:

281 The Substance of Civilization

Natural Resources:

201 Environmental Conservation
210 Introductory Field Biology
301 Forest Ecology

Nutritional Science:

115 Nutrition and Health

Psychology:

223 Introduction to Biopsychology
326 Evolution of Human Behavior

Theatre:

312 The Moving Body: Form and Function

II. Quantitative and formal reasoning

In completing four courses in science and quantitative reasoning, students must take at least one of the following courses:

Biometry:

301 (formerly 261) Statistical Methods

City and Regional Planning:

223 Introduction to Statistical Reasoning
321 Introduction to Quantitative Methods

Computer Science:

100 Introduction to Computer Programming
211 Computers and Programming
312 Structure and Interpretation of Computer Programs
486 Applied Logic

Economics:

319 Introduction to Statistics and Probability
320 Introduction to Econometrics
321 Applied Econometrics

Industrial & Labor Relations:

210 Statistical Reasoning I
211 Statistical Reasoning II

Mathematics: all courses *except* 101 and 109

Operations Research & Industrial Engineering:

115 Engineering Applications of OR&IE

Philosophy:

231 Introduction to Deductive Logic
331 Deductive Logic
383 Choice, Chance and Reason
431 Mathematical Logic
432 Topics in Logic
436 Intensional Logic

Physics:

205 Reasoning about Luck
209 Relativity and Chaos
210 Random Classical & Quantum Physics

Psychology:

350 Statistics and Research Design

Sociology:

301 Evaluating Statistical Evidence

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students may not choose two beginning courses in statistics. Nor may they earn credit toward the degree for overlapping courses: Biometry 301, formerly 261 (Statistical Methods I), CRP 223, (Intro to Statistical Reasoning), ILR 210 (Statistical Reasoning I), MATH 171 (Statistical Theory and Application in the Real World), PSYCH 350 (Statistics Research and Design), SOC 301 (Evaluating Statistical Evidence).

III. Social sciences and history

The following departments are included in Group III, social sciences and history. Most (although not all) courses in these departments satisfy distribution in this group. Students should consult the departmental listings for options that are noted as satisfying Group III.

Anthropology
Economics
Government
History
Linguistics
Psychology
Sociology

In addition, interdisciplinary departments and programs offer courses in Group III. Again,

students should consult the departmental and program listings and note which courses satisfy Group III.

Africana Studies
American Studies
Archaeology
Asian Studies
Asian American Studies
Biology and Society
Cognitive Studies
Feminist, Gender & Sexuality Studies
Near Eastern Studies
Religious Studies
Science and Technology Studies

Finally, CRP 100 (The American City) and CRP 101 (Global City) and ENGRG 250 (Technology in Society) and ENGRG 298 (Inventing an Information Society) satisfy distribution in Group III.

IV. Humanities and the arts

The following departments are included in Group IV, humanities (literature and philosophy) and the arts. While language and logic courses do not count for distribution in this group, most (although not all) other courses in these departments do. Students should consult the departmental listings for options that are noted as satisfying Group IV.

Asian Studies
Classics
Comparative Literature
English
German Studies
History of Art

Music: one course must be in music history, culture, or theory. If a student chooses to satisfy part of the distribution requirement with more than one music course, an acceptable sequence may include four credits (two half courses) in musical performance, organizations, or ensembles combined with theory, history, and culture courses. Students may count performance credits as only one course toward distribution.

Philosophy
Romance Studies (French, Italian, and Spanish Literature)
Russian Literature
Theatre, Film, and Dance

In addition, interdisciplinary departments and programs offer courses in Group IV. Again, students should consult the departmental and program listings to find which courses satisfy Group IV.

Africana Studies
American Studies
Anthropology
Archaeology
Asian American Studies
Biology and Society
Feminist, Gender & Sexuality Studies
Near Eastern Studies
Religious Studies
Science and Technology Studies
Visual Studies

Restrictions on Applying AP Courses and Credit from Other Institutions to the Distribution Requirements

Students may apply up to two courses of approved advanced placement or transfer credit towards distribution requirements in Groups I and II (physical/biological sciences and quantitative/formal reasoning), as long as they take at least one course from the primary list in an Arts and Sciences science department at Cornell. Transfer credit applied to distribu-

tion in Group II (quantitative/formal reasoning) must be in mathematics, statistics, or computer science; it may not be in other quantitative subjects. Courses taken at other institutions in mathematics or computer science must be approved for transfer and distribution credit by the Departments of Mathematics or Computer Science respectively. Statistics courses taken at other institutions in social science departments must be approved by the relevant department in Arts and Sciences (e.g., psychology or sociology); statistics courses taken in mathematics or statistics departments must be approved by the Department of Mathematics.

Students may apply no advanced placement or transfer credit from other institutions toward satisfaction of the distribution requirements in Groups III and IV (social sciences/history and humanities/arts).

Students who transfer to the college from another institution or who enter through the Mid-Year Freshman Program are under the above rules for advanced placement credit, but are eligible to have credit for post high school coursework taken during regular semesters (not summer school) at their previous institution count towards all distribution requirements. Transfer students receive a detailed credit evaluation when they are accepted for admission.

Restrictions on Applying Cornell Courses to the Distribution Requirement

- 1) First-Year Writing Seminars may not count toward any other college requirement.
- 2) No single course may satisfy more than one distribution requirement.
- 3) Students may count courses in their major towards distribution. However, courses offered or cross-listed by their major department may be counted only toward the distribution category of the major department itself. For example, a history major may not count a course cross-listed between history and a literature department toward distribution in the humanities.

Breadth Requirements

Students must include in their undergraduate program at least one Arts and Sciences course that focuses on an area or a people other than those of the United States, Canada, or Europe and one course that focuses on an historical period before the twentieth century. Courses that satisfy the geographic breadth requirement are marked with an @ when described in this catalog. Courses that satisfy the historical breadth requirement are marked with a #. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. Students may use courses satisfying distribution, major, or elective—but not writing—requirements in satisfaction of either of the breadth requirements. They may also apply Cornell courses conferring proficiency in a non-Western language toward the geographical breadth requirement. They may not apply to either of the breadth requirements (a) advanced placement credit, (b) credit awarded by examination, or (c) if matriculating as freshmen (unless through the Mid-Year Freshman Program), transfer credit.

The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The major does not necessarily define a student's intellect or character or lead directly to a lifetime occupation, although it sometimes does some of each. Through the major, students focus and develop their imaginative and intellectual capacities through a subject they find especially interesting.

Most departments and programs specify certain prerequisites for admission to the major; they are found on the following pages in the descriptions of each department and program.

Students may apply for acceptance into the major as soon as they have completed the prerequisites and are confident of their choice. This may be as early as the second semester of freshman year, and may be no later than second semester of sophomore year. To apply, they take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major. A department or program may refuse admission into the major if the applicant's performance does not meet established standards. A student without a major at the beginning of the junior year is not making satisfactory progress toward the degree. That student must meet with an advising dean, and may not be allowed to continue in the college.

Available majors

Majors are offered by each of the departments. There are also majors in American studies, archaeology, biology and society, religious studies, science of earth systems, and women's studies.

Some students want to pursue a subject that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments and even colleges. See "Independent Major Program," under "Special Academic Options." Whatever the major—chemistry, math, philosophy, or music—graduates from the College of Arts and Sciences earn the one degree the college awards, a Bachelor of Arts.

Double Majors

Only one major is required for graduation. Some students choose to complete two majors. No special permission or procedure is required; students simply become accepted into both majors and find an adviser in each department. Both majors are posted on the official transcript.

Electives

Of the 34 courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting course of study. Students must complete at least four courses and at least 15 credits offered outside the major field and not used to fill another requirement except breadth. AP credits not otherwise used may be used to fulfill elective requirements. Students may group electives to complete one of the established interdisciplinary concentrations or may form their own unofficial concentration or "minor" separate from their major. Students may also group electives into a second major. Since only one major is

required, students may count courses in a second major as electives. Some students choose to explore a variety of subjects; some develop a concentration in a department or subject outside Arts and Sciences to gain applied training or specialized knowledge.

Residence

The College of Arts and Sciences is a residential college for students who devote their energy and spirit to full-time study. The faculty believes that integrated, full-time study for a defined period best promotes intellectual and creative development and best prepares people for citizenship and careers.

Consequently, eight semesters of full-time study in the College of Arts and Sciences are integral to earning the A.B. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible. Students may complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell only if they have completed their eight full-time semesters of residence or satisfied the criteria listed below under "Part-time study in final semester."

For transfer students from other institutions, each full semester of study at their previous institution counts as one of the eight semesters of residence. However, even if transfer students have completed more than four full semesters at their previous institution, they must spend a minimum of four semesters on the Cornell campus in Ithaca enrolled in the College of Arts and Sciences. Transfers from other colleges at Cornell must spend four semesters on campus in Ithaca as students in the Internal Transfer Division or in the college.

Approved study abroad, SEA Semester, Urban Semester, and Cornell-in-Washington are considered semesters of residence, but not as semesters on the Cornell campus. Students may spend no more than two semesters on such programs and must be on campus during their last semester.

Semesters of extramural study in Cornell's Division of Continuing Education, semesters of study at other institutions while on leave from Cornell, and summer sessions anywhere do not count as semesters of residence.

Acceleration

Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students must compress the first four semesters and spend four full semesters in the major. Benefiting from opportunities for advanced, seminar, and independent (sometimes honors) work is what best characterizes undergraduate education in the college. Students considering acceleration should discuss their plans with their major adviser.

Accelerants apply to graduate one semester before their intended new graduation date. They obtain an "Application to Graduate" for this purpose in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

1. Accelerants must meet either condition *a* or *b*:

- a. Complete 60 credits before beginning their last four semesters in the college and complete the prerequisites for admission to the major in time to spend *four* semesters in the major.
 - b. Pass 48 credits in College of Arts and Sciences courses numbered "300" and above. Upper-level courses taken in other colleges at Cornell University may count as College of Arts and Sciences credit only if approved for the major.
2. All accelerants are required to complete 100 credits at Cornell at "C" (not C-) or above. Courses completed with a grade of "S" will count toward the 100 credits. Advanced placement credits do not count toward this requirement.
 3. Students may not use credits earned while on leave of absence to reduce their terms of residence.
 4. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell-in-Washington, SEA Semester, Urban Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester in Ithaca.

Students matriculating as freshmen may not compress their undergraduate education into fewer than six semesters of residence. Transfer students, both from other institutions and from other colleges at Cornell, must satisfy the eight semester residence requirement and must spend at least four semesters in the college on campus in Ithaca.

Ninth term

Students who can graduate in eight semesters should do so. If a worthy academic plan for a full ninth or tenth semester is approved, the student enrolls in the college as a special student for the additional work. Such a status allows enrollment in a full schedule of courses for full tuition and full use of campus resources, but allows financial aid only from loans or outside agencies, not from Cornell funds. Students who need only a part-time schedule of courses in a ninth or tenth term in order to graduate should complete the outstanding courses as part-time students paying prorated tuition. Students may spend a ninth term with Cornell aid only with permission of the Committee on Academic Records. Such permission is normally granted only to:

- 1) Students who have been ill or experienced other untoward circumstances beyond their control.
- 2) Students who were academically underprepared for the curriculum at Cornell and needed to begin with a lighter schedule of courses than normal. (See Dean Turner, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, about this option.)

Part-time study

Students in good academic standing may take a personal leave of absence and enroll in the Division of Continuing Education, but such semesters of extramural study do not count as terms of residence and credits from such

semesters may not be used to reduce the terms of residence.

Part-time study in special circumstances

The college and university support students (with financial aid and services) as best they can to make full-time study possible. Occasionally, however, extraordinary but nonfinancial personal, academic, or medical circumstances make becoming a part-time student necessary and appropriate. Students in good academic standing who face extraordinary situations may petition the Committee on Academic Records for part-time status and proration of tuition in the college.

Students requesting part-time status because of documented disabilities that, under the Americans with Disabilities Act, require appropriate accommodations, should discuss their situation with Dean Walbridge. Otherwise, students should meet with a dean of their class.

Part-time study in final semester

Students may complete their degrees as part-time students paying prorated tuition at Cornell after fewer than eight semesters of full-time residence only if:

- 1) They have completed all requirements by the end of the sixth or seventh term, met the criteria for accelerated graduation, and are remaining to complete study beyond what is required for the degree.
- 2) They are writing an honors thesis in the eighth semester and can complete all degree requirements by taking two courses, one of which is the thesis itself. They must register for the thesis and at least one additional course.

Students must obtain approval of an advising dean and complete the pro-rated tuition form in the semester *prior* to the part-time semester and confirm their status and registration with college registrar Sally O'Hanlon in 55 Goldwin Smith Hall.

Courses and Credits

Counting courses and credits

Students must complete at least 34 courses to graduate—that is, an average of four courses during each of six semesters and five courses during each of two semesters. A three- or four-credit course counts as one course; a two-credit course counts as one-half course. Single-credit courses do not count as part of the 34 except in certain cases when they form a part of a series and two in the same series can be aggregated to count as one-half course (certain offerings in the Departments of Music and of Theatre, Film and Dance fall into this category). Three one-credit courses do not aggregate to count as one course. A six-credit language course counts as 1 1/2 courses, while the summer Falcon Programs in Asian languages count as eight credits and two courses each. Archaeology and geology fieldwork for more than six credits counts as two courses each. BIOGD 281 counts as 1 1/2 courses. Other five- or six-credit courses count as one course. AP exam scores that result in an award of three or four credits count as one course; those in language that result in six credits count as 1 1/2 courses; those in biology that result in six or eight credits count as two courses.

Students must also complete 120 credits, 100 of which must be from courses taken in the

College of Arts and Sciences. Liberal arts courses approved for study abroad during a semester or academic year of full-time study (not summer study) and courses taken in certain off-campus Cornell residential programs may be counted toward the 100 credits required in the college. Advanced placement credits, credits earned in other colleges at Cornell, or credits earned in any subject at institutions other than Cornell do not count as part of the 100. The only exceptions to the above restrictions are for courses (usually no more than three) that certain departments accept from other colleges at Cornell as fulfilling major requirements and for up to two courses that an adviser accepts as part of a completed and formally established cross-college, interdisciplinary concentration.

Using courses towards more than one requirement

A course may fulfill more than one college requirement in the following situations:

- 1) A course may be used to fulfill a distribution requirement and also a major requirement (except as noted under previous section of restrictions on applying AP credits, transfer credits, and Cornell courses to distribution requirements).
- 2) A one-semester course in foreign literature (not language) that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities and the arts.
- 3) Courses may count toward breadth requirements and toward any other requirement except First-Year Writing Seminars.
- 4) Courses in a second major may count as electives.

Auditing

The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but that they prefer not to take for credit. As long as the instructor agrees, students are welcome to visit courses. Small seminars and language courses are sometimes not open to visitors. Audited courses do not appear on the student's schedule or transcript.

Repeating courses

Students occasionally need to repeat courses. If the instructor certifies that the course content has been changed, credit will be granted a second time. If the content has not changed, both grades nonetheless will appear on the transcript and be included in any average that is calculated, but credit will be counted toward the degree only once; students considering repeating a course under this circumstance should discuss the matter with their adviser and an advising dean. Students who plan to repeat a course submit a petition to the college registrar, Sally O'Hanlon, 55 Goldwin Smith Hall. If the original course grade was F, no petition is necessary.

Courses that do not count toward the degree

The college does not grant credit toward the degree for every course offered by the university. Courses in military training, training as emergency medical technician, service as a teaching assistant, physical education,

remedial or developmental reading, precalculus mathematics (including Education 115), supplemental science and mathematics offered by the Learning Strategies Center, English as a second language, keyboarding, and shorthand are among those for which degree credit and credit toward the 12 credits required for good academic standing are not given.

Students enrolled in courses for undergraduate teaching assistants may petition once to have the nondegree credits count towards good academic standing. This would allow continued eligibility for graduating with distinction in all subjects, but would disqualify the student from being on the dean's list that semester.

Advanced placement credit

See p. 6-11. Advanced placement credit counts as part of the 120 credits and 34 courses required for the degree. It does not count as part of the 100 credits required in Arts and Sciences; its application to distribution requirements is restricted, as explained under "Distribution."

Summer session credit

A student may earn credit toward the degree by completing courses in Cornell's summer session or by successful petitioning for credit for summer courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved by the appropriate Cornell department. Approval forms and information are available on-line, www.arts.cornell.edu, and in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. Transcripts for completed work at other institutions must be sent to Robin Perry, 172 Goldwin Smith Hall. Credit approved for summer courses away from Cornell (including summer or orientation programs abroad) counts toward the 120 credits and 34 courses required for the degree, but does not count toward the 100 credits required in the college. It may be applied to part of the Group I and II distribution requirements, to elective requirements (but not to breadth requirements) and to major requirements (with the approval of the department).

Entering students who want to receive credit toward the degree for courses completed before matriculation in a summer session away from Cornell should obtain approval forms as soon as possible and have transcripts sent to Robin Perry, 172 Goldwin Smith Hall. Credits completed in Cornell summer sessions will be awarded automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

Transferring credit earned away from Cornell while on leave of absence

Students may petition to transfer credits from other accredited institutions for work completed while on leave of absence. Petitions are available in 55 and 172 Goldwin Smith Hall and at www.arts.cornell.edu. The relevant department will decide whether the course is comparable to Cornell courses. Credit approved for transfer counts as part of the 120 required for graduation and as part of the 34 courses. It does not count among the 100 credits required in Arts and Sciences and cannot be used to graduate in fewer than eight semesters. Its application to distribution

and breadth requirements is restricted as described under "Distribution."

Transferring credit (for transfer students from another institution or from another Cornell college)

Transfer students must satisfy all normal requirements for the degree, including eight semesters of full-time study. They may never complete fewer than 60 credits and 16 courses at Cornell nor be in residence in the college for fewer than four regular semesters (summer session does not count toward the residence requirement). The college evaluates credit and residence earned either at another school or college at Cornell University or at another accredited institution of collegiate rank and determines the number of credits and courses the student may apply toward the various requirements for the Bachelor of Arts degree at Cornell. In addition, it reevaluates advanced placement credit allowed by another institution, including another college at Cornell. Evaluations of transfer credits are normally provided when students are notified of their admission.

SPECIAL ACADEMIC OPTIONS

Degree Programs

The following five programs allow students to alter the regular college or major requirements or to work toward more than one degree.

College Scholar Program

The College Scholar Program frees up to 40 students in each class from the usual college requirements for a degree and allows them to design their own course of study. It is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars design idiosyncratic programs: some pursue diverse interests; others integrate a variety of courses into a coherent subject.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive permission from the program to accelerate, eight full terms of undergraduate study. They must also complete the university's physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the general education requirements, although members of the College Scholar Advisory Board believe that the spirit of those requirements is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Mid-year freshmen apply by that date in their first spring semester in the college. Students should contact Dean Ken Gabard, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, for further information.

Dual-Degree Program with Other Colleges

The Dual-Degree Program enables especially ambitious undergraduate students to pursue programs of study in two colleges. Dual-degree candidates may earn both a Bachelor

of Arts degree from the College of Arts and Sciences and: (1) a Bachelor of Science degree from the College of Engineering; or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning; or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning; or (4) a Bachelor of Science degree in architectural history from the Department of Architecture in the College of Architecture, Art, and Planning. Students enter one of these colleges as freshmen or sophomores and begin the Dual-Degree Program with the second college in the second or, in some cases, the third year. The Dual-Degree Program ordinarily takes five years to complete, and students are eligible for ten semesters with financial aid. For further information contact the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors and pursue a subject that cannot be found in an established major. Proposals for an independent major must be equivalent in coherence, breadth, and depth to a departmental major, well suited to the student's academic preparation, and consistent with a liberal education. Proposals must also be supported by a faculty adviser and are assessed by a board of faculty members. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the bachelor's degree. Students should contact Dean Lynne Abel, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

Double Registration with and Early Admission to Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School or the Johnson Graduate School of Management, is occasionally possible. A very few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. They earn the A.B. degree after the first year of professional school.

Students with eight or fewer credits and two or fewer courses to complete may apply to enter the Master's of Engineering program during (but no earlier than) their eighth semester; dual-degree students may enter this program no earlier than the ninth semester. They earn the bachelor degree(s) after one semester of graduate school.

Students interested in the joint program with the Law School or the Graduate School of Management, or in early admission to the Master's of Engineering program should apply to the relevant program. All candidates should confirm their eligibility with an advising dean, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Double-registered students must, of course, complete all requirements for the A.B. degree, including 100 credits in Arts and Sciences courses.

Teacher Education

Students at Cornell may pursue teaching credentials in agriculture, biology, chemistry, earth science, general science, mathematics, and physics. Cornell students from any college are encouraged to apply for admission to the Cornell Teacher Education Program during their sophomore or junior year. Those who are admitted complete their undergraduate major in an agricultural science, mathematics or one of the sciences, while taking education courses. They are then able to complete a Master of Arts in Teaching (MAT) in one year and earn certification in New York State.

For more information, contact the Program Coordinator at 255-9573.

Special-Interest Options

The following options enable students to pursue special interests within the usual degree programs.

Concentrations

Established interdisciplinary concentrations, described in alphabetical order along with departments in the pages following, provide structures for organizing electives. Completed concentrations are noted on the transcript.

Informal Minors

Some students organize electives within a discipline or department in Arts and Science or another college. Such informal minors can be developed with the help of the departmental directors of undergraduate studies. They are not noted on the transcript.

Independent Study

Independent study affords students the opportunity to pursue special interests or research not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the independent course, must approve the proposed study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study (proposal forms are available on-line at www.arts.cornell.edu and in the Office of Undergraduate Admissions and Advising, 55 and 172 Goldwin Smith Hall). In one semester students may earn up to six credits with one instructor or up to eight credits with more than one instructor.

Undergraduate Research Program

An excellent way to benefit from being an undergraduate at a research university, at Cornell in particular, is to become an apprentice in on-going faculty research. About 400 students participate each year in creating new knowledge and earn independent study credit for what they learn and contribute. They sharpen their critical and creative abilities and test their interest in pursuing a research career. Sometimes they publish their work.

The Undergraduate Research Program gathers information about research opportunities in most disciplines of the liberal arts and sciences, guides students in finding further opportunities—on campus and elsewhere and during the academic year and the summer—

and helps students prepare for research and presenting themselves as candidates for apprenticeships. Other students locate research opportunities independently through faculty whose courses they have taken, through their major departments, or through published materials.

The Cornell Undergraduate Research Board, an undergraduate organization, conducts an annual open house to help students get started in research and an annual forum at which undergraduates present their work.

Students interested in this program should consult the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Language Study

FALCON (Full-Year Asian Language Concentration). FALCON allows students who are interested in the Far East to study Chinese or Japanese exclusively for one year. They gain proficiency in the language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities to pursue rapid and thorough beginning studies on campus with the objective of studying abroad in China or Japan. Students interested in this program should contact the Department of Asian Studies, 388 Rockefeller Hall; e-mail: falcon@cornell.edu.

Language House Program

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing conversational skills in French, German, Italian, Japanese, Mandarin Chinese, and Spanish. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills. Students interested in this program should see Academic Administrator Daniel Evett, 136 Goldwin Smith Hall.

Prelaw Study

Law schools seek students with sound training in the liberal arts and sciences; they neither require nor prefer any particular program of study. Students should therefore study what they love and do well. While doing that, they should also develop their powers of precise, analytical thinking and proficiency in writing and speaking. Students in the College of Arts and Sciences who are applying to law school may consult a career adviser in the Office of Arts and Sciences Career Services, 61 Goldwin Smith Hall.

The college offers a concentration in law and society. This program offers a broad scope, complements almost any major, and attracts many students not intending to become lawyers as well as a subset of those intending to.

Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for students planning medical careers, whether they intend to practice or go into research. Such training has a profound effect on the doctor's understanding of the world and hence usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental

schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses, and most students are well advised to begin chemistry in their freshman year. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Dean Janice Turner, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

Off-Campus Programs

Many students find it important to their majors or to their overall academic programs to study off campus or abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed. It discourages students from participating in more than one off-campus program.

Study Abroad

Each year about 200 undergraduates in Arts and Sciences include semester- or year-long study abroad as part of their formal undergraduate education. Ideally, study abroad builds on a broad liberal arts background in the early semesters: area studies, language training, and preparation in the proposed field of study are all essential.

Many students go abroad to pursue work in their majors. Focused academic work in an appropriate institution abroad can prepare students for advanced study or honors work in the final semesters back in Ithaca.

The college insists wherever possible on study at foreign institutions alongside their degree candidates rather than study in self-contained programs that offer courses specially designed for foreigners.

The primary goals of this cultural immersion are to learn firsthand the modes of inquiry, methods of analysis, and educational values of higher education offered to students of another country and to involve students in social relationships with peers who may hold a new and unexpected range of social attitudes.

The college advocates study abroad that enables students to become competent enough in another language to experience daily life, develop social relationships, and accomplish formal course work in that language. **Students who intend to study abroad in a country where the host language is not English must demonstrate a serious commitment to learning the language through course work before studying abroad; specific language requirements may vary, but most programs require two semesters of 200-level language instruction.** At least one area studies course or one course in the history, culture, economics, politics, or social relations of the country of destination must be part of every student's preparation for study abroad.

Students planning to study abroad need solid academic credentials to do so productively and successfully. The college requires a minimum overall grade point average of 3.0 for all Cornell course work and good academic standing in the semester immediately before going abroad.

Study abroad is possible during the sophomore and junior years or during the first semester of the senior year. Study abroad in the final semester is rarely approved. Important steps to prepare for study abroad include

- substantial progress with college distribution requirements;
- admission to a major and a faculty adviser in the major;
- clear academic agenda for study abroad;
- appropriate preparatory study of the country or region of destination, especially language study.

Study abroad can earn up to 15 liberal arts and sciences credits per semester of full-time course work as long as the curriculum abroad is consistent with that of the college. A maximum of 10 credits is awarded for each trimester of study. Courses that fall outside the scope of the liberal arts and sciences may earn non-Arts credits. Students must carry a full course-load as defined by the host institution. Students may spend up to two semesters abroad. Only those with compelling academic reasons may study in more than one location over two semesters. The college does not approve study abroad that tours more than one country or that is more touristic than scholarly in content and structure. Students must continue study of the host language while abroad. Only in exceptional circumstances will the college approve programs which, in non-English speaking countries, provide no language training.

Applications to study abroad must have the support of a faculty adviser in the major and the approval of Dean Pat Wasyliv in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall. Although students investigate options for study abroad and submit final applications through the Cornell Abroad office, Arts and Sciences applicants submit to the college an essay describing the academic rationale for study abroad, an outline of prospective courses to be taken and any other relevant materials.

All courses taken abroad will appear on the Cornell transcript and grades earned are reported in the system of the host institution. Grades earned through course work abroad do not, however, become part of the Cornell grade point average.

Students who transfer to Cornell and must complete at least four semesters of residence on campus in Ithaca may not study abroad as one of those four semesters.

All applicants for study abroad during the academic year must go through the Cornell Abroad Office after being approved by the College of Arts and Sciences. For more information see Dean Wasyliv, 55 Goldwin Smith Hall.

Summer Residential Programs in Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in Central America, Greece, Israel, Italy, and New York State. Students should contact the Archaeology Program for information about the sites currently available.

Marine Science

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine/New Hampshire coasts. Students should contact the Shoals Marine Laboratory Office, G14 Stimson Hall, for further information.

Cornell in Washington

The Cornell in Washington program offers students from all colleges in the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell in Washington program offers two study options: (1) studies in public policy, and (2) studies in the American experience. The program also offers unique externship opportunities: students serve as externs in a federal agency, congressional office, or non-governmental organization and take part in a public policy or humanities seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell in Washington program. For further information, see p. 20 or inquire at 311 Caldwell Hall, 255-4090. Study in Washington during a final semester of residence is allowed only and unusually by petition. Students should consult with the dean of seniors, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the college faculty's Committee on Academic Records for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact an advising dean in Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

ACADEMIC INTEGRITY

Academic integrity is the heart of intellectual life—both in learning and in research. All members of the university community simply must support each other's efforts to master new material and discover new knowledge by sharing ideas and resources, by respecting each other's contributions, and by being honest about their own work. Otherwise the university will fail to accomplish its most central and important goals.

Cornell's Code of Academic Integrity and policy about acknowledging the work of others are among the documents new students receive. Students should read them carefully and not assume they understand what integrity and cheating are and are not. Academic integrity implies more here at the university than it usually did in high school.

The standards of integrity are those that prevail in professional life. This means that students must acknowledge and cite ideas they adopt from others (not just direct quotations) and help they receive from colleagues. With productive emphases on collaborative learning and writing, students must understand the general standards and policies about academic integrity and be sure they understand the expectations in individual courses as well. When in doubt, ask the instructor.

ADVISING

The following advisers and offices provide academic advising, help with problems, and information on college procedures and regulations.

Faculty Advisers

Each new student is assigned a faculty adviser. Advisers help students plan programs of study and advise them about ways to achieve their academic goals. Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available. Academic difficulties may frequently be solved or avoided if students and advisers recognize and address problems early.

Advisers and new advisees meet first during orientation week to discuss course selection. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic progress and to become better acquainted. Advisers and advisees meet at least once each semester to discuss courses for the following term, and more often if advisees wish to discuss academic or personal issues or to petition for an exception to college rules.

Student Advisers

Student advisers pass on lore about the college and life at Cornell and help new students understand requirements and negotiate the university.

Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they shape and direct their course of study. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

Office of Undergraduate Admissions and Advising

This office, 55 Goldwin Smith Hall, 255-5004 and 172 Goldwin Smith Hall, 255-4833, is a resource for faculty and student advisers and especially for students themselves and their parents. Advising deans are available to help students define their academic and career goals, to help with special academic options and exceptions to college rules, and to help when problems arise:

Lynne S. Abel, associate dean for undergraduate admissions and advising and Independent Major Program—255-3386

Yolanda Clarke, internal transfers and minority students—255-5004

Maria Davidis, first- and second-year students and Dean's Scholars, Cornell Presidential Research Scholars and Mellon Minority Fellows—255-5004

David Devries, juniors and seniors and undergraduate research—255-4833

Daniel Evett—Language House Program—255-6543

Stephen Friedfeld, mid-year freshman and student ambassadors—255-4833

Ken Gabard, first- and second-year students and College Scholar Program—255-5004

Lisa M. Harris, career services and pre-law advising—255-6926

Irene Komor, career counselling—254-5295

Lawrence Lamphere, internal transfers and minority students—255-4833

Diane J. Miller, career services—255-6924

Sally O'Hanlon, registrar—255-5051

Janice Turner, minority students and pre-med advising—255-9497

Peggy Walbridge, transfer students and students with disabilities—255-4833

Catherine Wagner, juniors and seniors and dual degree students—255-4833

Patricia Wasyliw, first- and second-year students, study abroad and student advisers—255-5004

REGISTRATION AND COURSE SCHEDULING

Enrollment in Courses in the College of Arts and Sciences

New Students

During orientation week, new students attend briefings and other information sessions, meet with faculty advisers, and sign into courses. The college reserves spaces in courses for its in-coming students.

Continuing Students

Continuing students select and schedule up to five courses of 3 or more credits and as many 1 and 2 credit courses as they would like during the semester prior to the one in which the courses will be taken. Students who do not "pre-enroll" during the designated period must wait until the beginning of the term and may have difficulty securing places in the courses they most want. Before signing into courses, students plan their programs and discuss long-range goals with their faculty advisers. In addition, all students are welcome to discuss programs and plans with an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

At the beginning of each term, students find their schedules and should confirm the accuracy of their records on "Just the Facts."

Limits on Numbers of Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students must average 15 credits per semester. (AP credit and/or summer credits may reduce the average numbers of courses and credits required each semester.)

Minimum number of credits per semester

To maintain good academic standing as a full-time student, students must complete at least twelve degree credits per semester; if for compelling personal or academic reasons students need to carry fewer than 12 credits, they should consult their faculty adviser and an advising dean. Permission is by petition only; it is freely given for first-semester students.

Maximum number of credits per semester

First-term freshmen must petition to register for more than 18 credits; other students may register for more than 18 credits if their previous term's average was 3.0 or higher and they are in good academic standing. No more than 22 credits may be taken in a regular semester without permission of the college faculty's Committee on Academic Records. Students who fail to receive approval for excess credits from the committee may count only 18 credits for the semester toward the degree.

Attendance

Attendance in classes is expected. Absences are a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Office of Undergraduate Admissions and Advising will notify instructors at the request of the student or the family. Nonetheless, the student must arrange to make up examinations or other work with each instructor. A student who will be absent because of religious holidays or athletic competitions must discuss arrangements for making up work with his or her instructors well in advance of the absence. A student who must miss an examination must also consult with the professor in advance. Alternative arrangements are at the discretion of the instructor.

Student athletes should discuss scheduled absences with their instructors at the beginning of the term. Courses vary in their tolerance of absences. Instructors are not obligated to approve absences for purposes of participating in extra-curricular activities, although most will be as flexible as is sensible.

Adding and Dropping Courses

After course enrollment (also known as pre-enrollment), students may not adjust their schedules until the new term begins. During the first three weeks of the semester, students may change courses without petitioning. Add/drop forms are available in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. (Note: the add period for First-Year Writing Seminars is only two weeks.)

After the third week of classes, students must petition to add courses and may normally add them only for a letter grade. They may drop courses through the seventh week of the term, if the department approves and no issue of

academic integrity is at stake. Between the seventh and twelfth weeks students may petition to withdraw from courses, if (1) the instructor approves; (2) the adviser approves; (3) an advising dean approves; and (4) no issue of academic integrity is at stake. Students must meet with an advising dean to obtain petition forms.

Courses officially dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. **This is a matter of record and cannot be petitioned. Petitions to withdraw from courses may not be submitted after the end of the twelfth week in the term.**

Deadlines for short courses will be adjusted according to the length of the courses.

The effective date of all course changes will be the day the student submits all completed paperwork to the Academic Advising Office.

Leaves of Absence

Taking time off from college to gain experiences or funds or to find direction is sometimes useful. Usually, of course, students take leaves at the end of a semester for the following semester. Students in good academic standing, however, may take a leave as late as the seventh week of a semester, although there are serious financial consequences to taking leaves after a term has begun. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types:

- 1) *Personal leaves* impose no conditions concerning reentering the college except for the five-year limit. Readmission is automatic upon written request made at least one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves*, usually for at least six months, are granted by the college only on recommendation by University Health Services. In some cases, students must satisfy the UHS that the condition requiring the leave has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.
- 3) *Conditional leaves* are granted when the student is not in good academic standing or, in unusual circumstances and with the approval of the college faculty's Committee on Academic Records, between the seventh and twelfth weeks of the term. In consultation with the student, an advising dean and the Committee on Academic Records set the conditions for the student's return. Normally students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing unfinished work, have been met. Students may be granted conditional leaves after the twelfth week of a term only under extraordinary circumstances and with the approval of the faculty's Committee on Academic Records.
- 4) *Required leaves*: The Committee on Academic Records may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. On readmission, the student's graduation date will be recalculated.

Transferring Credits Earned While on Leave

Students who take courses elsewhere in the United States while on leave may petition to have credits transferred. Approval depends on acceptable grades and the judgment of the relevant departments about the quality of the courses. If approved, these credits may be applied toward the 120 credits and 34 courses needed for graduation, but not toward the 100 credits required in the college. They may be applied to part of Group I and II distribution requirements (not to Group III or IV), to elective requirements (but not to breadth requirements) or to the major as allowed by the department. Credits earned during a leave do not count toward the eight semesters of residence and may not be used to reduce the terms of residence below the required eight. See the section "Residence."

Study Abroad and International Students on Leave of Absence

Study abroad undertaken during a leave of absence will not receive academic credit. International students on leave of absence from the College of Arts and Sciences may enroll in courses at a college or university in their home country **only**, as such enrollment is not defined as study abroad. They may petition for transfer of credit upon return to Cornell. If approved, the credit will count as described in the previous paragraph.

Withdrawals

A withdrawal is a permanent severance from the university and from status as a degree candidate. Students planning to withdraw should consult an advising dean. Students not requesting a leave and failing to register for a term will be withdrawn from the college. The college faculty's Committee on Academic Records may require a student to withdraw for a highly unsatisfactory academic record.

Transferring within Cornell (Internal Transfer)

Internal transfer from one college or school at Cornell into another is attractive for many students whose intellectual interests change (or become more focused). Students who want to transfer should discuss their eligibility with a counselor in the new school or college.

In some cases, students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases, they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with a 3.0 average and without any grades of *Incomplete*, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. It is also based on ability to complete the A.B. degree within a reasonable time. Internal transfers are required to spend four semesters

in Arts and Sciences and thus should initiate the transfer process no later than the second semester of sophomore year. Interested students should see Dean Lamphere, 172 Goldwin Smith Hall or Dean Clarke, 55 Goldwin Smith Hall.

ACADEMIC STANDING

Students are in good academic standing for the term if they successfully complete at least 12 degree credits by the end of the term and earn no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree and to earn grades of C (not C-) or better in at least 100 of the 120 credits for the degree. Courses listed under "courses that do not count toward the degree" do not count toward good academic standing in a semester.

Academic Actions

Students who are not in good academic standing will be considered for academic action by the college faculty's Committee on Academic Records or by one of the advising deans of the college. Students are urged to explain their poor academic performance and submit corroborating documentation. Students may appeal a decision or action of the committee, if they have new relevant information. They must consult an advising dean about appealing.

Warning

Any student who fails to maintain good academic standing will, at a minimum, be warned. A warning is posted on a student's college record but is not reported to the university registrar and does not appear on official transcripts.

Required leave of absence

A student in serious academic difficulty may be required by the faculty Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not always or necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must document what they did on leave and how they resolved their problems and submit a plan for completing the degree. In some cases students will be required to furnish evidence that they are ready to return or satisfy other conditions before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee extraordinarily convincing evidence of their readiness to return. "Required leave" and the date are posted on the student's official transcript.

Required withdrawal

The faculty Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or degree requirements. This action expels the student permanently from the college. "Required withdrawal" and the date are posted on the student's official transcript.

Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board's confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently, or if for any other reason the situation requires some response in addition to the uniform penalty, the Academic Integrity Hearing Board might recommend further action, such as a notation on the student's transcript, suspension, or dismissal.

GRADES

Letter Grades

See Grading Guidelines, page 14.

S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in subjects relatively new to them without being under pressure to compete with better prepared students for high grades. Students are expected to devote full effort and commitment to a course and complete all work assigned in a course they take for an S-U grade. The S-U option is contingent upon the instructor's willingness to assign such grades. Students must select their grading option and obtain the instructor's approval for the S-U option during the first three weeks of the term. Virtually no exceptions to this deadline are permitted, and consequently students adding courses after the third week of the term must normally add them for a letter grade. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a *failing* grade equal to an F. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Courses that will count toward satisfaction of major requirements should not be taken for an S-U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution, and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. First-year writing seminars and many language courses disallow the S-U option. In any case, students are advised to use the S-U option sparingly, if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a minimum of 80 credits must be in courses for which a letter grade was received.

Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control and

acceptable to the instructor. Students must have substantial (normally at least 50 percent) equity in the course, be able to complete the remaining work without further registration, and have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor submits a form stating what work must be completed, when it must be completed, and the grade (or "frozen" incomplete) earned if the work is not completed by that date. When a final grade is determined, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Students must resolve (make up or "freeze") any incompletes with their instructors before graduation.

Note of R

R designates two-semester or year-long courses and students enroll in the course both semesters, each time for the full number of credits for the whole course. The R is recorded on the student's transcript at the end of the first term. The grade recorded at the end of the second term evaluates the student's performance in the course for the entire year.

Grade Reports

Students should periodically check their courses and grades on "Just the Facts" to be sure that they are recorded correctly.

Class Rank

The college does not compute class rank.

Dean's List

Inclusion on the Dean's List is an academic honor bestowed by the dean of the college semester by semester. Based on grades, the criteria include about the top 30 percent of students and vary with the number of credits the student completes. The criteria are subject to slight changes from semester to semester and are available at www.arts.cornell.edu/stu-adv/deans.htm in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

GRADUATION

The Degree

The College of Arts and Sciences grants only one degree (no matter what the student's major): the A.B. (or B.A.). A.B. is the abbreviation of the Latin name for the degree, "Artium Baccalarius," or translated into English, B.A., "Bachelor of Arts."

Application to Graduate

In the first semester of their senior year, students attend senior briefings and then complete an application to graduate. The application allows the college to check each student's plan for fulfilling college requirements. This process is intended to help seniors identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements. *Nonetheless, meeting graduation requirements is the student's responsibility*; problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted.

Degree Dates

There are three degree dates in the year: May, August, and January. Students who plan to graduate in August may attend graduation ceremonies in the preceding May. Students graduating in January are invited to a special recognition ceremony in December; they may also attend graduation ceremonies the following May.

Honors

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional accomplishment in the major and succeeded in research. The honors programs are described by individual departments. The degree of Bachelor of Arts *cum laude*, *magna cum laude*, and *summa cum laude* will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have been recommended for a level of honors by their major department, the Independent Major Program, or the College Scholar Program. Concentrations do not offer honors programs.

Bachelor of Arts with Distinction

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who have completed the requirements for the degree of Bachelor of Arts, if they have met the following requirements by the end of their final semester:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of the seventh semester, or next-to-last semester for transfers and accelerants;
- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) have no frozen *Incompletes* on their records, and
- 6) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms.

CALENDAR SUPPLEMENT

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	Fall 2002	Spring 2003
Last day for adding courses without petition.	Sept. 20	Feb. 7
Last day for adding a First-Year Writing Seminar.	Sept. 13	Jan. 31
Last day for changing grade option to S-U or letter.	Sept. 20	Feb. 7
First deadline for submitting independent major requests. Go to 172 Goldwin Smith Hall, for further information.	Sept. 26	Feb. 20

Last day for dropping courses without petition.	Oct. 18	March 7
Last day to petition to withdraw from a course.	Nov. 22	April 18
Second deadline for submitting independent major requests. Go to the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information.	Nov. 28	April 3
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 6	May 2
Deadline for applying to the College Scholar Program.		April 30
Deadline for applying to study abroad.	See Cornell Abroad, 474 Uris Hall	
Course enrollment (preregistration) for the following term.	TBA	TBA

ADMINISTRATION

Philip E. Lewis, dean—255-4146

Jon C. Clardy, senior associate dean—255-4147

Paul Houston, senior associate dean—255-4147

Lynne S. Abel, associate dean of admissions and undergraduate education—255-3386

Jonathan B. Monroe, associate dean and director of writing programs—255-4061

Jane V. Pedersen, associate dean of administration—255-7507

Departments, Programs and Courses

AFRIKAANS

See Department of German Studies (Dutch).

AFRICANA STUDIES AND RESEARCH CENTER

D. Ohadike, director, (255-0532); A. Adams, N. Assie-Lumumba, A. Bekerie, L. Edmondson, R. Harris, S. Hassan, A. Mazrui, A. Nanji, J. Turner. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and African languages. African languages such as Swahili is consistently offered, fall and spring

semesters and taught during summer/winter session.

The center offers a unique and specialized program of study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree, the Master of Professional Studies (African and African-American), through the university's Graduate School.

A student may major in Africana Studies; however, another attractive alternative is the center's joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, including historical/temporal breadth (*) and geographical breadth (@) requirements, such as freshman writing seminars, language (Swahili), expressive arts, humanities, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a colloquium series, and houses its own library.

The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the African-American and African experiences. Because of the comprehensive nature of the program, it is to students' advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major.

Students should submit:

- 1) a statement of why they want to be an Africana Studies major;
- 2) a tentative outline of the area of study they are considering (African or African-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 205, 231, 290, and 422. Beyond the core courses, the student must take eight credits of center courses numbered 200 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative,

Professor Bekerie, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program must contact Professor Bekerie (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The faculty adviser will be responsible for determining completion of the certificate requirements.

Honors. The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B- cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

Language Requirement

Courses in Swahili may be used to satisfy the College of Arts and Sciences language requirement. In Swahili, successful completion of AS&RC 131, 132, 133, and 134 provides qualification, and the addition of 202 provides proficiency. AS&RC majors are not required to take an African language, but the center recommends the study of Swahili to complete the language requirement.

AS&RC 131 Swahili

Fall. 4 credits. Laboratory time TBA.

A. Nanji.

Beginner's Swahili. Part 1—Grammar for speaking, reading, and writing. Requires no knowledge of language. Swahili is spoken in the East and Central parts of Africa.

AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: Swahili 131.

A. Nanji.

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills are used in this course to help develop the student's comprehension of the language. Swahili tapes are utilized during all of these sequences.

AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: Swahili 131 and 132. Language laboratory time TBA.

A. Nanji.

Advanced study in reading and composition.

AS&RC 134 Swahili

Spring. 4 credits. *Provides language qualification.* Prerequisite: Swahili 133.

A. Nanji.

In this course more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

AS&RC 171 Black Families and the Socialization of Black Children

Fall. 3 credits. Staff.

This course provides an examination of the evolution of the Black family from its roots in Africa, the evolution of family forms, the impact of social policy, and a consideration of the literature stressing family and child well-being. Among the major topics considered are male/female relationships, childbearing and parental roles, the extended family, and economic and health issues. The component of the course focusing on youth primarily covers child and adolescent development.

AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues (III)

Spring. 3 credits. Faculty.

This course is devoted to the history of educating Black Americans. Considerable attention is given to contemporary issues. The major topics of focus include an examination of the debates concerning the type of the education needed, public and private schooling efforts, the Africana Studies movement, community control issues, busing, affirmative action, resegregation debates and new initiatives in education including vouchers and charter schools.

AS&RC 191 Africa: The Continent and Its People @ (III)

Fall. 3 credits. L. Edmondson.

An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; and contemporary political, economic, social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery to the present), its impact on the emerging world order, and its contribution to world civilization are also explored.

AS&RC 202 Swahili Literature @

Fall. 4 credits. Prerequisite: Swahili 134.

A. Nanji.

Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

AS&RC 204 History and Politics of Racialisation: A Comparative Study (III)

Spring. 4 credits. A. Bekerie.

The primary focus of this course is on the historical and contemporary significance of racialisation in the United States and South Africa with regard to societal development and inter-relations. It includes an analysis of the historical development of racialised barriers as an instrument of power and privilege. The ways with which racialisation is used as an instrument of ideology to social status, cultural hierarchy and economic positions are also examined. Particular emphasis is given to the development and perpetuation of scientific racism in both places. The apparent success against Jim Crow form of racism in the United States and apartheid in South Africa appears to transform racism into subtle and 'scientific' sphere. This transformation and its continued impact in perpetuating social inequality are further analyzed.

AS&RC 205 African Cultures and Civilizations # @ (III)

Fall. 3 credits. D. Ohadike.

This course is concerned with the peoples of Africa and the development of African cultures and civilizations from the earliest times to the present day. It focuses on the near modern civilizations of Africa south of the Sahara, and the ancient civilizations of Egypt and the Nile Valley, together with their contributions to the development of the major world civilizations. The course also deals with the socio-political organization of African societies, their kinship systems, cross-cutting ties, rites of passage, gender relations, and arts (including music, dance, folklore, architecture, sculpture, painting, and body decoration).

AS&RC 210 Major Works of Black World Writing (IV)

Fall. 3 credits. A. Adams.

This course surveys classic texts by African American, Caribbean, and African writers. The focus is on literary texts by authors such as Langston Hughes, Toni Morrison, James Baldwin, Maryse Conde, and Chinua Achebe, with a view toward analyzing common experiences, references, themes, and literary strategies across the Black world. The works of fiction, poetry, and drama that constitute the central material of the course are supplemented by essays and biographies from other authors who have influenced the creative vision and the movement of the peoples of Africa and the Diaspora, e.g., W. E. B. DuBois and Marcus Garvey, Nelson and Winnie Mandela.

AS&RC 231 African-American Social and Political Thought (III)

Spring. 3 credits. J. Turner.

This is an introductory course that reviews and analyzes the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. We focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black

people in this century. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women are discussed. Black political thought is viewed in its development as responses to concrete conditions of oppression and expression.

AS&RC 271 Introduction to African Development (also CRP and GOVT 271) @ (III)

For description, see CRP 271.

AS&RC 280 Race, Power, and Privilege in the United States (formerly Racism in American Society) (III)

Spring. 3 credits. D. Barr and J. Turner.

This course is a topical treatment of the history and theory of racism in the United States. The course begins with an examination of basic concepts and theories of racism. From there we examine the history of racial groups in America—African Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention is paid to the political economy of racism and the sociological and the psychological aspects of race relations in America, with specific reference to the differences and intersections of race, class, gender, and ethnicity.

[AS&RC 283 History of Resistance Movements in Africa and the Diaspora @ (III)]

Fall. 3 credits. Not offered fall 2002.

D. Ohadike.

This course deals with the history of resistance and liberation movements in Africa, Brazil, the Caribbean, and the United States. It is concerned with the dialectical relationships between European domination and Black resistance. It examines the methods, strength, and complexity of Black resistance and liberation, together with the rise of revolutionary classes in Africa and the Diaspora. It draws attention to the importance of unity and organization in resistance and then shows similarities, connections, and continuities in Black resistance. Finally, it demonstrates that African background helped shape the nature of struggles for independence and civil liberties in the Caribbean, Brazil, and the United States.]

AS&RC 290 The Sociology of the African-American Experience (III)

Fall. 3 credits. J. Turner.

This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of human kind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. The course is required for all undergraduate students majoring at the Africana Center.

AS&RC 304 African American Art (also ART H 377) (IV)

Spring. 3 credits. S. Hassan.

This course investigates the different forms of African-American visual artistic traditions in relation to their historical origins and socio-cultural context from the early days of slavery to the present time. The course starts with an overview of African art and the experiences of the Middle Passage and slavery in relation to African-American traditions in the decorative arts including: pottery, architecture, ironwork,

quiltmaking, and basketry. This is followed by a fine art survey starting with the eighteenth and nineteenth centuries, continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African-American arts and creativity such as "improvisation," "Black Aesthetic," and "Pan Africanism" are also explored. Slides, films, and film strips are used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

[AS&RC 310 Art in African Culture and Society (also ART H 378) @ (IV)]

Fall. 3 credits. Not offered fall 2002.

S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art are explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies is used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation are also explored. These include tourist art, popular art, and elite art.]

AS&RC 311 Government and Politics in Africa @ (III)

Fall. 3 credits. A. Mazrui.

This course deals with power and political participation in Africa. Topics include: the colonial background and its political consequences; the pre-colonial continuities in the post-colonial politics; ethnicity and allegiance in the African polity; and the monarchical tendency in African political culture. Discussion covers a spectrum of topics from the warrior tradition to the military coup in the post-colonial era; from the elder tradition to presidential gerontocracy; from the sage tradition to intellectual meritocracy. Other major topics include class *versus* ethnicity in African politics; the one-party *versus* the multiparty state; socio-cultural *versus* socio-economic ideologies; the gender question in African politics; the soldier and the state; and the African political experience in a global context.

AS&RC 332 Twentieth-Century Black Cultural Movements @ (IV)

Fall. 4 credits. A. Adams.

This course will examine the major cultural currents of the 20th century in the Black World. Major movements/currents that will be considered include the Harlem Renaissance, Negritude, Indigenismo, Black Arts Movement, Creolité. Basing the study primarily in the reading of literary texts, the artistic/cultural movements will be studied within the historical, social, and political forces that produced or influenced them, e.g., religion, colonialism, social protest, African and Caribbean independence, womanism. Particular attention will be given to comparisons across geographic regions, principally the African continent, North America, and the Caribbean. The reading of the literary texts will be supported by theoretical readings as well as references to other artistic forms, such as visual arts and music.

AS&RC 352 Pan-Africanism and International Politics (III)

Spring. 3 credits. L. Edmondson.

Pan-Africanism addresses the shared experiences and aspirations of African people around the world, focused on a search for greater linkages and unifying measures. Informed by an exploration of the racial factor in international relations, this course examines Pan-African theories, ideologies, and movements, past and present, in their political, socio-economic, and cultural manifestations, focusing mainly on the African continent, the Caribbean, and Black America.

[AS&RC 362 Global Perspectives on Gender]

Spring. 4 credits. Not offered 2002-2003.

N. Assié-Lumumba.

The course examines how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class is taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty member directing the course, the class considers such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; and the role of the state in constructing an engendered economy and polity.]

AS&RC 380 African History: Earliest Times to 1800 # @ (III)

Fall. 3 credits. A. Bekerie.

As the second largest continent with vast and varying geographical and sociocultural conditions combined with recently established fact as an original home of human species, Africa provides rich and diverse oral and written early history. The course covers some of the major historical signposts from the origins of human species to 1800. Among the topics for discussion are: Historical Perspectives and Sources, The Nile River Cultural Complex, Berber, Carthage and Maghreb of North Africa, Upper Guinea and Western Sudan of West Africa, Cities of the East African Coast, and Great Zimbabwe and other sites of Southern Africa.

AS&RC 381 African History, 1800-Present @ (III)

Spring. 3 credits. D. Ohadike.

This is a survey of African history in the nineteenth and twentieth centuries. It deals with African revolutions in the nineteenth century; the ending of the slave trade and the politics of the abolition; European scramble and partition of Africa; resistance to European colonial conquest; African societies in the colonial period; the politics of decolonization; Neo-colonialism; the rise and decline of military regimes; African debt crisis; and conflict and reconciliation in Africa.

AS&RC 404 Afrocentricity: Paradigm and Critical Readings (III)

Fall. 4 credits. A. Bekerie.

What is Afrocentricity? It is a theoretical framework designed to study and interpret the histories and cultures of peoples of Africa and African descent by locating them at the center of their experiences. In other words, it is a method of knowing the life experiences of African peoples from the inside out. The course examines—through the writings of Asante, Keto, Clarke, Jean, Myers, Amin,

Mazrui, Gates, Appiah, Richards, Schlesinger, and Thiongo—the conception and depth of the paradigm, its relevance in the production and utilization of knowledge, particularly emancipatory knowledge, the history of the paradigm, and the debate it generates among a wide range of thinkers and scholars.

AS&RC 410 African American Politics (III)

Spring. 4 credits. J. Turner.

The central thesis of African American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course conducts a close study of African American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people are analyzed. Critical historical stages in the process of Black politics are examined. The development of electoral offices in federal and statewide politics, and the significant urban political power bases giving rise to African American mayoralty politics in critical industrial centers, as well as rural hamlets, center the course. Presidential politics—the Jesse Jackson campaigns—and new political formations including Black Republicans/conservatives constitute the emphasis on contemporary events. The course reviews the development of the literature in African American politics.

[AS&RC 420 Public Policy and the African-American Urban Community (III)]

Spring. 4 credits. Not offered 2002–2003. J. Turner.

The socioeconomic conditions of the African-American urban community are the central focus of the course. Community development models are explored in relationship to the social needs of the African-American population. The changing configuration of internal organization of the African American community nationally is examined.]

AS&RC 422 African Literature @ (IV)

Spring. 4 credits. A. Adams.

With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts that we read in this course are approached in terms of these issues of "African development" and "the universal human experience."

AS&RC 435 African Cinema (also ART H 478 and S HUM 435) @ (IV)

Fall. 4 credits. S. Hassan.

This course offers an overview of African cinema and filmmaking. It surveys historically the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema are explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the entertainment genre. Techniques, styles, and aesthetics of African cinema are also dis-

cussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.

AS&RC 451 Politics and Social Change in the Caribbean @

Fall. 4 credits. L. Edmondson.

A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces affecting the domestic and international experiences of Caribbean societies. Special attention is given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States and the region's position in the Third World in the context of the North-South cleavage.

AS&RC 455 Caribbean Literature @ (IV)

Fall. 4 credits. A. Adams.

This course examines the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples are analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

[AS&RC 459 Education in Africa and the Diaspora @ (III)]

Fall. 4 credits. Not offered 2002–2003. N. Assié-Lumumba.

This course deals with educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. After an introduction on the concepts of education and innovations and the states of innovation as planned change, the course focuses on concrete historical and contemporary cases of educational innovations. The case studies in the United States include the creation and expansion of historically black institutions such as Lincoln University, Spelman College, Tuskegee Institute (now Tuskegee University), and other schools in the South, and the Westside Preparatory School in Chicago. The African cases studied include African languages for instruction with a focus on a Nigerian case, Ujamaa and education for self-reliance in Tanzania, and the case of Cote d'Ivoire which adopted television as a medium of instruction.]

AS&RC 468–469 Honors Thesis

Fall, 468; spring, 469. Africana Center faculty.

For senior Africana Studies majors working on honors theses, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty. Permission of the AS&RC director of undergraduate studies is required.

AS&RC 475 Black Leaders and Movements in African-American History (III)

Fall. 4 credits. R. Harris.

The course analyzes the personalities, ideas, and activities central to the struggle for African-American liberation from the eighteenth century to the present. It examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among African Americans.

[AS&RC 478 Family and Society in Africa @ (III)]

Fall. 4 credits. Not offered fall 2002. N. Assié-Lumumba.]

[AS&RC 479 Women and Gender Issues in Africa @ (III)]

Spring. 4 credits. Not offered spring 2003. N. Assié-Lumumba.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, they are economically active and independent and they have an identity independent of men. In this seminar we discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics covered are: women in non-westernized/pre-colonial societies; the impact of colonial policies on the status of women; gender and access to schooling, participation in the economy and politics; women and the law; women and health issues; gender issues in southern Africa; womanism and feminism; the United Nations Decade of Women; and the four World Conferences on Women (Mexico 1975, Copenhagen 1986, Nairobi 1985, and Beijing 1995).]

[AS&RC 483 History of African Political Thought @ # (III)]

Fall. 4 credits. Not offered fall 2002. D. Ohadike.]

AS&RC 484 Politics and Social Change in Southern Africa @ (III)

Spring. 4 credits. L. Edmondson.

This course focuses on the legacies of apartheid and the challenges of transformation toward a post-apartheid society in South Africa. Topical emphases include: the rise and decline of apartheid; the historical continuity of Black resistance against racism; women under, against, and after apartheid; South Africa's relations with its neighbors; geo-political, economic, and racial dimensions of the American connection; politics of negotiation and transition to majority rule; prospects for stability, democracy, and equality; and South Africa's new role in the African continental and global arenas. Instructor's lectures are supplemented by films and class discussions.

AS&RC 498–499 Independent Study

Fall, 498; spring, 499. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

AS&RC 501 Global Africa: Comparative Black Experience

Spring. 4 credits. A. Mazrui.

This seminar addresses two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. The majority of African-Americans are part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course addresses these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; and Comparative Quest for Global Equality.

[AS&RC 502 Education and Development in Africa]

Spring. 4 credits. Not offered spring 2003. N. Assié-Lumumba.]

[AS&RC 503 African Aesthetics (also ART H 571)]

Fall. 4 credits. Not offered fall 2002. S. Hassan.]

AS&RC 504 Political Change in Africa

Fall. 4 credits. A. Mazrui.

The study of Africa can be approached dialectically (focusing on the tension between opposing forces) or thematically (focusing on themes as chapters of experience). This course borrows from both those approaches. In their class assignments and examinations students are free to use either approach. The first approach explores the dialectic between continuity and change; tradition and modernity; dependency and liberation; foreign and indigenous influences; anarchy and order; political decay and political development; democracy and authoritarianism; and socialism and capitalism. The thematic approach examines African Nationalism; race consciousness and Pan-Africanism; political parties and interest groups; executive power; ethnicity in politics; class-formation; civil-military relations; economic and cultural dependency; sub-regional and continental Pan-Africanism; crisis of the African state; and Africa in World Politics.

[AS&RC 510 Historiography and Sources: The Development of African-American History]

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. Not offered 2002–2003. R. Harris.]

AS&RC 530 Womanist Writing in Africa and the Caribbean

Spring. 4 credits. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad are examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandela. (Francophone works may be read in the original by individuals who so desire.)

AS&RC 532 Twentieth-Century Black Cultural Movements

Fall. 4 credits. A. Adams.

This course will examine the major cultural currents of the 20th Century in the Black World. Major movements/currents that will be considered include the Harlem Renaissance, Negritude, Indigenismo, Black Arts Movement, Creolité. Basing the study primarily in the reading of literary texts, the artistic/cultural movements will be studied within the historical, social, and political forces that produced or influenced them, e.g., religion, colonialism, social protest, African and Caribbean independence, womanism. Particular attention will be given to comparisons across geographic regions, principally the African continent, North America, and the Caribbean. The reading of the literary texts will be supported by theoretical readings as well as references to other artistic forms, such as visual arts and music.

AS&RC 598–599 Independent Study

Fall, 598; spring, 599. Variable credit. For graduate students.

AS&RC 601–602 Africana Studies Graduate Seminar

Fall, 601; spring, 602. 4 credits. Africana Studies faculty.

This course, which is conducted as a seminar, is designed for first-year AS&RC graduate students. It is coordinated and supervised by one professor but team-taught by three or four faculty members per semester. Each participating faculty member is responsible for a topical segment of the course related to her/his areas of specialization or an area of interest pertaining to theory and methodology of Africana Studies.

AS&RC 698–699 Thesis

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

AKKADIAN

See Department of Near Eastern Studies.

AMERICAN STUDIES

R. L. Moore, acting director; G. Altschuler, R. Bense, S. Blumin, T. Borstelmann, M. P. Brady, J. Brumberg, J. Cowie, J. E. Gainor, M. C. Garcia, S. Haenni, R. Harris, M. Jones-Correa, M. Kammen, I. Kramnick, T. J. Lowi, B. Maxwell, D. E. McCall, L. L. Meixner, M. B. Norton, R. Polenber, S. Pond, J. Porte, J. Rabkin, N. Salvatore, S. Samuels, M. E. Sanders, V. Santiago-Irizarry, M. Seltzer, M. Shefter, J. H. Silbey, H. Spillers, M. Washington, S. Wong.

Affiliated faculty: J. E. Bernstock, H. Gottfried, M. Hatch, L. Herrin, J. Jennings, P. McClelland, J. Peraino, P. Sawyer, M. Woods.

Emeritus: J. Silbey

The Major

The major in American Studies, appropriate for a wide array of future professions, began as a program of coordinated study in the history, literature, and politics of the United States. These remain the core elements, but American Studies aims to be inclusive in its subject matter. Given the nation's diverse

population and cultures, the program wants its majors to examine American experience in broad terms, drawing on the materials and methods of a variety of disciplines.

The prerequisites are two courses from the following: AM ST 101, AM ST 102, AM ST 109, AM ST 110, ENGL 240, ENGL 262, ENGL 265, ENGL 275, GOVT 111, HIST 101, HIST 102, HIST 260, HIST 261. Students normally complete the prerequisite courses by the end of their sophomore year, but they may sign up for the major while enrolled in one of the courses. Students with a score of 5 on the AP exam in American history may use that credit to satisfy HIST 102.

Students who contemplate becoming an American Studies major are encouraged to speak with the program director as early as possible to arrange for a major adviser.

In consultation with their advisers, American Studies majors elect, in addition to the prerequisites, nine courses above the 100 level chosen from the American Studies course list (these courses are usually crosslisted with another department). Their work must include courses in all of the three large periods into which the nation's development can be divided (colonial, nineteenth century, and twentieth century). Students must take no fewer than four courses before 1900. At least one of these courses must be in the period before 1800. Each student must also take one of AM ST 430 seminars or, an appropriate substitute seminar at the 400 level. (AM ST 500/501 taught in Washington, DC, does not fulfill the seminar requirement.) Students are given considerable freedom in creating a balanced program, but no more than five courses may be in any one department.

Beyond the basic core requirements for the major, two courses of work in the history or literature of a culture outside the United States are required. Students who study abroad for one semester usually satisfy this requirement.

Students may find courses relevant to American experience that they wish to take but that are not on the American Studies course list. With their adviser's approval, students may count two such courses towards fulfilling the major.

Honors

Candidates for honors must maintain an average of B+ in courses pertinent to the major and have taken at least one course in which they wrote a research paper. Normally, at the end of the junior year students who wish to write a senior honors essay must approach a member of the American Studies Program faculty and discuss their ideas for a project. With approval from the faculty member students may then register in the fall of their senior year for AM ST 493, the honors essay tutorial. At the end of the fall semester, honors candidates will meet with their adviser and a second member of the American Studies faculty to discuss their progress. If satisfactory, honors students will complete their honors essays in the spring by enrolling in AM ST 494.

Prerequisite Courses (see also under appropriate departments)

[AM ST 101 Introduction to American Studies: History and Literature, the Nineteenth Century # (III)]

4 credits. Not offered 2002–2003; next offered 2003–2004. G. Altschuler and D. McCall.

In this interdisciplinary course we analyze American values and behavior as the intersection of culture, politics, literature, and society. We do so by examining eight "great" or classic texts written between 1776–1900. The historical context of these texts is explored in lecture and they are treated as literature and historical/cultural documents. Texts include: *Common Sense* by Thomas Paine; *The Blithedale Romance* by Nathaniel Hawthorne; *The Lincoln-Douglas Debates*; Henry James' *The Bostonians*; Mark Twain's *Huckleberry Finn*; and William Dean Howells' *The Rise of Silas Lapham*.

[AM ST 102 Introduction to American Studies: History and Literature, the Twentieth Century (III)]

4 credits. Not offered 2002–2003; next offered 2003–2004. G. Altschuler and D. McCall.

In this interdisciplinary course we analyze American values and behavior as the intersection of culture, politics, literature, and society. We do so by examining eight "great" or classic texts written between 1900 and the present. Texts include: Ernest Hemingway's *A Farewell to Arms*; F. Scott Fitzgerald's *The Great Gatsby*; William Faulkner's *Sound and the Fury*; Richard Wright's *Black Boy*; John Updike's *Rabbit Run*; and Philip Roth's *American Pastoral*. AM ST 101 is not a prerequisite of AM ST 102.]

[AM ST 109 Introduction to American Studies: New Approaches to Understanding American Diversity, the Nineteenth Century # (III or IV)]

Fall. 4 credits. Not offered 2002–2003. N. Salvatore.

This course examines the first century-and-one-half of American national life and asks a series of interrelated questions about the changing meaning of national identity during this time. What did it mean to become an American, a process often urged on new immigrants, in light of the values and perceptions immigrants brought with them? What did democracy, a core element of becoming that American, mean if one were African or Native American? Irish or German? Jewish or Chinese? In what ways did racial and ethnic perceptions help structure political and cultural life during this period; and how does understanding the diverse historical reactions to these perceptions aid us in understanding the complexity of American life? This is an interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.]

[AM ST 110 Introduction to American Studies: New Approaches to Understanding American Diversity, the Twentieth Century (also HIST 161, LSP 110) (III or IV)]

4 credits. Not offered 2002–2003. M. C. Garcia.

This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American

in the twentieth century? What does it mean to assimilate: can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is an interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.]

American Studies 430 Seminars

AM ST 430.1 The Politics of the American Civil War (also GOVT 408)

Spring. 4 credits. Prerequisite: permission of instructor. R. Bensel.

The Civil War, along with the founding of the nation in the late eighteenth century, is one of the two most important influences on the course of American Political development. Arising out of intense ideological, cultural, and economic competition between the slave South and the free labor North, the conflict created two new national states: a northern Union that replaced the loose federation of the antebellum period and a southern Confederacy that perished at Appomattox. In this course, particular attention is paid to: the political economy and culture of plantation slavery in the antebellum South; the apparent inevitability of collision between the slave and free states and their respective societies; the military, political, and economic strategies that determined, on both sides, the course and duration of the war; the limits and possibilities of reform of southern society during Reconstruction; and the impact of the Civil War on the subsequent development of the United States.

AM ST 430.2 The Four Seasons Motif in American Culture (also HIST 455)

Fall. 4 credits. Prerequisite: permission of instructor. M. Kammen.

The focus of this seminar is one of the most ubiquitous and pervasive motifs in all of the arts (painting, literature, and music) in the northern hemisphere, both West and East: **The Four Seasons.** We view works of art and films, read fiction, non-fiction, and poetry, and listen to music. Although we must devote serious attentions to the Old World origins, dispersion, and local permutations of this motif, more than half of the seminar is given over to American manifestations and writings about the seasons, with particular attention to changes over time as well as geographical variations.

AM ST 430.3 Literature as History: The Americas (also ENGL 430)

Spring. 4 credits. Prerequisite: permission of instructor. B. Maxwell.

Beginning with William Carlos Williams's *In the American Grain* (1925), this course considers modernist innovations in the telling of history by literary means. Responding to what they felt as the "deadness" of conventional historiography, writers such as Williams, Charles Reznikoff, John Sanford, Muriel Rukeyser, Melvin Tolson, and Paul Metcalf produced imaginative American histories that made a new world of historical narration, and in the process found new objects of historical attention. One of these was the plural, transnational America of the hemispheric Americas. This reconfiguration anticipated and in some cases shaped recent revisionist critiques of the European presence on American soil (Eduardo Galeano, Leslie Marmon Silko, David Stannard, Ward

Churchill, Noam Chomsky, Ana Castillo); accordingly students read examples, some polemical, of that later work.

AM ST 430.4 Immigrants, Membership and Citizenship (also GOVT 427; LSP 430)

Fall. 4 credits. Prerequisite: permission of instructor. M. Jones-Correa.

Immigrants are increasingly important players in the politics and economies of industrialized societies. However, in many cases despite their residence in these societies, their membership and citizenship status is often in question. At times migrants are undocumented, living and working at the fringes of the protections and regulations afforded by the legal system. Or they may petition to enter as refugees, having to prove their right to stay. Even if residing permanently, immigrants may still not be citizens of their receiving country, or if they are, they may have dual nationality. This course explores the complications of membership and citizenship among migrants, refugees and immigrants, focusing largely on immigration to the United States.

AM ST 430.5 Love, American Style: Race, Transgender and American Identity

Spring. 4 credits. Prerequisite: permission of instructor. D. Rubenstein.

This seminar will examine the construction of racial, gendered, and ethnic/national identities in relation to law, literature, film, and works of contemporary cultural studies. Topics to be covered include "Passing, Race and the Law," "Blackface Minstrelsy," "Identification and the Masquerade," "Racial Passing and Gender," "Postwar Transgender Narratives," "Captivity Narratives." Literary texts to be addressed include James Weldon Johnson's *The Autobiography of an Ex-Coloured Man*, Nella Larsen's *Passing*, Mark Twain's *Puddinghead Wilson*, Isaac Bashevis Singer's *Yentil*, the *Yeshiva Boy*, among others. Court cases included are *Plessy v. Ferguson*, *Loving v. Virginia* and *Bowers v. Hardwick*. We will view the following films: *The Jazz Singer*, *Imitation of Life*, *The King and I*, *Yentil*, *Paris is Burning*, *Guess Who's Coming to Dinner*, *Glen or Glenda*, *Bamboozled*.

Anthropology, Sociology, and Economics

AM ST 221 Anthropological Representation: Ethnographies of Latino Culture (also ANTHR 221 and LSP 221) (III)

Fall. 3 credits. V. Santiago-Irizarry.

For description, see ANTHRO 221.

AM ST 323 American Economic History (also ECON 323) # (III)

Spring. 4 credits. P. McClelland.

For description, see ECON 323.

[AM ST 377 The United States (also ANTHR 377 and LSP 377) (III)]

4 credits. Not offered 2002–2003.

V. Santiago-Irizarry.

For description, see ANTHRO 377.]

Literature and Theatre Arts

AM ST 215 Comparative American Literature (also COM L 215) (IV)

Fall. 4 credits. B. Maxwell.

For description, see COM L 215.

[AM ST 240 Survey in U.S. Latino Literature (also ENGL 240) (IV)]
4 credits. Not offered 2002-2003.

M. P. Brady.

For description, see ENGL 240.]

[AM ST 252 Twentieth-Century Women Novelist (also ENGL 251) (IV)]
Spring. 4 credits. Not offered 2002-2003.
S. Samuels.

For description, see ENGL 251.]

[AM ST 262 Asian American Literature (also ENGL 262, AAS 262) (IV)]

Spring. 4 credits. S. Wong.

For description, see ENGL 262.

[AM ST 268 The Culture of the 1960s (also ENGL 268) (IV)]

4 credits. Not offered 2002-2003.

P. Sawyer.

This course argues that the 1960s helps define the 1990s, but that as we look back, the 1990s helps define the 1960s. Were the sixties a time of dangerous experimentation with drugs, sex, and alternative lifestyles on the part of a pampered generation that gradually learned to straighten up and join the mainstream? Or was it a time of revolutionary hopefulness, when the civil rights movement and the Vietnam War stimulated an impassioned critique that changed American society? What can the experiences of young "boomers" contribute to a later generation, the last of the twentieth century? The course explores these and other questions by focusing on the topics of racial justice, war, the counterculture, the New Left, and the woman's movement. Texts include *The Autobiography of Malcolm X*, *The Electric Kool-Aid Acid Test*, *Dispatches*, the poems of Allen Ginsburg and Adrienne Rich, films, music, speeches, manifestoes, and memoirs. The term paper explores students' special interests.]

[AM ST 275 The American Literary Tradition (also ENGL 275) (IV)]

Fall. 4 credits. N. Waligora-Davis.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

[AM ST 276 Literature in the Cold War Culture (also ENGL 276) (IV)]

Not offered 2002-2003. B. Maxwell.

For description, see ENGL 276.]

[AM ST 291 American 1920s: Literature and Culture (also ENGL 291) (IV)]

Fall. 4 credits. Not offered 2002-2003.

B. Maxwell.

For description, see ENGL 291.]

[AM ST 318 Queer Theatre (also THETR 320) (IV)]

4 credits. Not offered 2002-2003.

E. Gainor.

For description, see THETR 320.]

[AM ST 334 American Drama and Theatre (also THETR 336 and ENGL 336) (IV)]

Fall. 4 credits. Not offered 2002-2003.

E. Gainor.

For description, see THETR 336.]

[AM ST 335 Contemporary American Theatre (also THETR 337 and ENGL 337) (IV)]

4 credits. Not offered 2002-2003.

E. Gainor.

For description, see THETR 337.]

[AM ST 338 American Indians and Film (also THETR 338) (IV)]

4 credits. Not offered 2002-2003. L. Black.

For description, see THETR 338.]

[AM ST 361 Early American Literature (also ENGL 361) # (IV)]

Fall. 4 credits. S. Samuels.

For description, see ENGL 361.

[AM ST 362 The American Renaissance (also ENGL 362) (IV)]

Spring. 4 credits. D. Fried.

For description, see ENGL 362.

[AM ST 363 American Fiction at the Turn of the Century (also ENGL 363)]

Spring. 4 credits. K. McCullough.

For description, see ENGL 363.

[AM ST 365 American Literature Since 1945 (also ENGL 365) (IV)]

Fall. 4 credits. B. Maxwell.

For description, see ENGL 365.

[AM ST 366 The Nineteenth-Century American Novel (also ENGL 366) # (IV)]

Spring. 4 credits. S. Samuels.

For description, see ENGL 366.

[AM ST 367 The Modern American Novel (also ENGL 367) (IV)]

4 credits. Not offered 2002-2003.

D. McCall.

For description, see ENGL 367.]

[AM ST 368 The American Novel Since 1950 (also ENGL 368) (IV)]

4 credits. Not offered 2002-2003.

P. Sawyer.

For description, see ENGL 368.]

[AM ST 369 Survey of African American Literature to 1917 (also ENGL 375) (IV)]

4 credits. Not offered 2002-2003.

For description, ENGL 375.]

[AM ST 370 Survey in African American Literature: 1918 to Present (also ENGL 376) (IV)]

4 credits. Not offered 2002-2003.

H. Spillers.

For description, see ENGL 376.]

[AM ST 372 American Poetry Since 1950 (also ENGL 378)]

Spring. 4 credits. R. Gilbert.

For description, see ENGL 378.

[AM ST 374 Nineteenth-Century American Women Writers (also ENGL 374 and WOMNS 378) # (IV)]

4 credits. Not offered 2002-2003. Staff.

For description, see ENGL 374.]

[AM ST 395 Policing and Prisons in American Culture (also ENGL 397) (IV)]

4 credits. Not offered 2002-2003.

B. Maxwell.

For description, see ENGL 397.]

[AM ST 403 Studies in American Poetry: Great Books, 1855-1926 (also ENGL 403) (IV)]

Fall. 4 credits. Not offered 2002-2003.

R. Gilbert.

For description, see ENGL 403.]

[AM ST 406 Prestige in American Literary Realism (also S HUM 419)]

Spring. 4 credits. Limited to 15 students.

P. Barrish.

For description, see S HUM 419.

[AM ST 461 Asian Americans and Popular Culture (also AAS 461, ENGL 461, THETR 461) (IV)]

4 credits. Not offered 2002-2003.

For description, see AAS 461.]

[AM ST 465 Proseminar in American Studies (also ENGL 465) (IV)]

4 credits. Not offered 2002-2003. J. Porte.

For description, see ENGL 465.]

[AM ST 469 William Faulkner (also ENGL 469) (IV)]

4 credits. Not offered 2002-2003. H. Spillers.

For description, see ENGL 469.]

[AM ST 470 Studies in the Novel: Forms of American Fiction: The Short Story as Novel (also ENGL 470) (IV)]

4 credits. Not offered 2002-2003. L. Herrin.

For description, see ENGL 470.]

[AM ST 473 American Indian Autobiography (also ENGL 473) (IV)]

Fall. 4 credits. Not offered 2002-2003.

L. Donaldson.

For description, see ENGL 473.]

[AM ST 475 Seminar in Cinema I (also FILM 475) (IV)]

Fall. 4 credits. D. Fredericksen.

For description, see FILM 475.

[AM ST 476 American Melodrama and Film (also FILM 476)]

Spring. 4 credits. S. Haenni.

For description, see FILM 476.

[AM ST 479 Jewish-American Writing (also ENGL 479 and JWST 478) (IV)]

Fall. 4 credits. J. Porte.

For description, see ENGL 479.

Government and Public Policy

GOVT 111 Introduction to American Government and Politics (III)

Fall. 3 credits. T. J. Lowi.

An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

[AM ST 302 Social Movement in American Politics (also GOVT 302) (III)]

4 credits. Not offered 2002-2003.

M. E. Sanders.

For description, see GOVT 302.]

[AM ST 305 Public Opinion and Political Participation (also GOVT 304) (III)]

4 credits. Not offered 2002-2003.

J. Cowden.

For description, see GOVT 305.]

[AM ST 310 Civil Liberties in the United States (also GOVT 327) (III)]

Fall. 4 credits. Taught in Washington, D.C.

J. Rabkin.

For description, see GOVT 327.

[AM ST 313 Minority Politics in the United States (also GOVT 319)]

4 credits. Not offered 2002-2003.

M. Jones-Correa.

For description, see GOVT 319.]

AM ST 315 Prisons (also GOVT 314) (III)

Fall. 4 credits. M. Katzenstein.
For description, see GOVT 314.

AM ST 316 The American Presidency (also GOVT 316) (III)

Fall. 4 credits. M. E. Sanders.
For description, see GOVT 316.

[AM ST 319 The American Congress (also GOVT 318) (III)]

4 credits. Not offered 2002–2003.
M. Shefter.
For description, see GOVT 318.]

[AM ST 328 Constitutional Politics: The United States Supreme Court (also GOVT 328) (III)]

4 credits. Not offered 2002–2003. J. Rabkin.
For description, see GOVT 328.]

AM ST 342 The Postmodern Presidency (also GOVT 344)

Fall. 4 credits. D. Rubenstein.
This course will examine the presidencies of Reagan, Bush (1 and 2), and Clinton in relation to what scholars have called "the postmodern presidency." While this term has been used by institutionalist students of the presidency as a periodizing hypothesis, our emphasis will be on the work of cultural critics and historians. We will address the slippage between fact and fiction in cinematic and popular representations of the presidency (biography, novels, television). The construction of gender normativity (especially masculinity) will be an attendant subtheme. The postmodern presidency will be read as a site of political as well as cultural contestation. The Kennedy assassination will serve as a case study in the formation of a national icon. The larger question of this approach to the presidency concerns the relationship between everyday life practices and citizenship as well as the role of national fantasy in American political culture today. We will read novels (*Libra*; *George Bush, Dark Prince of Love*); works of popular biography (*Dutch*), and criticism (Michael Rogin's *Ronald Reagan: The Movie*). Film and film clips to be shown include *Independence Day*, *Dave*, *The Contender*, *JFK*, *Forrest Gump*, *Nixon*, *Dick*. There will be a take-home midterm exam and a final paper.^o

[AM ST 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also S&TS 350, GOVT 305) (III)]

Spring. 4 credits. Not offered 2002–2003.
M. Dennis.
For description, see S&TS 350.]

[AM ST 353 Feminism Movements and the State (also GOVT 353, WOMNS 353) (III)]

4 credits. Not offered 2002–2003.
M. Katzenstein.
For description, see GOVT 353.]

AM ST 376 American Political Thought from Madison to Malcolm X (also GOVT 366 and HIST 316) # (III)

Fall. 4 credits. I. Kramnick.
For description, see GOVT 366.

[AM ST 388 Science in the American Polity, 1800–1960 (also S&TS 390, GOVT 308) (III)]

Fall. 4 credits. Not offered 2002–2003.
M. Dennis.
For description, see S&TS 390.]

AM ST 389 Science in the American Polity, 1960–Now (also S&TS 391, GOVT 309) (III)

Fall. 4 credits. M. Dennis.
For description, see S&TS 391.

[AM ST 409 Racial Prejudice and Political Intolerance (also GOVT 409) (III)]

4 credits. Limited to 15 students. Not offered 2002–2003. J. Cowden.
For description, see GOVT 409.]

AM ST 428 Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 428) (III)

Fall. 4 credits. T. Lowi.
For description, see GOVT 428.

AM ST 429 Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 429) (III)

Spring. 4 credits. 428 and consent of instructor are required for 429. T. Lowi.
For description, see GOVT 429.

History**AM ST 103 Introduction to American History (also HIST 153) # (III)**

Fall. 4 credits. F. Dunaway.
A survey of American history from the beginning through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

AM ST 104 Introduction to American History (also HIST 154) (III)

Spring. 4 credits. T. Borstelmann.
An introductory survey of the development of the United States since the Civil War.

AM ST 124 Democracy and its Discontents: Political Traditions in the United States (also HIST 124) (III)

Summer. 3 credits. N. Salvatore.
An examination of democracy and its critics. The course explores the evolution of democracy in America, focusing on some of the dramatic and important episodes in American history. It considers the struggles over the emancipation of slaves in the nineteenth century and expanded rights for women and working people in the twentieth century, free-speech issues, the civil-rights movement, religious-based critiques of American culture, and conservative critiques of American liberalism. The course serves as an investigation of the ways in which political expression takes forms in modern American culture. In addition to lectures, the course features several afternoon programs. These programs include guest lecturers and hands-on instruction in how to use the modern electronic research library.

AM ST 201 Popular Culture in the United States, 1900–1945 (III or IV)

Fall. 4 credits. G. Altschuler.
American Studies 201 deals with American popular culture in the period between 1900 and the end of World War II. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we try to better understand the ways in which popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images

and themes. Topics for 201 include: the Western; Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox scandal; Mae West and the "New Women"; Advertising in an Age of Consumption; Gangsters and G-Men; and Jackie Robinson and the American Dilemma.

AM ST 202 Popular Culture in the United States, 1945–Present (III or IV)

Spring. 4 credits. G. Altschuler.
American Studies 202 treats the period from 1945 to the present. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we try to better understand the ways in which popular culture shapes and/or reflects American values. The course also depicts popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and less powerful, seek to "control" images and themes. Topics for 202 include: The "Honey-mooners" and 1950s Television, soap operas; "Gross-out" movies; Elvis; The Beatles, and Guns 'n Roses; Gothic Romances; and People Magazine and USA Today.

[AM ST 204 Comparative Migration in the Americas (also HIST 202) (III)]

Spring. 4 credits. Not offered 2002–2003.
M. C. Garcia.
For description, see HIST 202.]

[AM ST 208 Seminar: Era-Franklin D. Roosevelt (also HIST 208) (III)]

4 credits. Not offered 2002–2003.
R. Polenber.
For description, see HIST 208.]

[AM ST 210 Civil Rights and Civil Wrongs: The Search for Racial Justice in America, 1945–1970 (III)]

Fall. 4 credits. Not offered 2002–2003.
N. Salvatore.
In this seminar we read a variety of texts that underscore the fierce struggle to define the meaning of civil rights in American society during this era. We explore this from multiple perspectives through readings of historical, legal, political, theological, and literary readings.]

[AM ST 212 African American Women: Twentieth Century (also HIST 212 and WOMNS 212) (III)]

4 credits. Not offered 2002–2003.
M. Washington.
For description, see HIST 212.]

AM ST 213 Introduction to Asian American History (also HIST 264 and AAS 213)

Fall. 4 credits. D. Chang.
For description, see HIST 264.

AM ST 214 Seminar on American Foreign Policy (also HIST 214) (III)

Fall. 3 credits. Prerequisite: permission of instructor. W. LaFeber.
For description, see HIST 214.

AM ST 219 Mexican Immigration to the United States (also HIST 219, LSP 219, LSP 215) (III)

Spring. 4 credits. J. Cardenas.
For description, see LSP 219.

AM ST 225 The U.S.-Mexico Border: History, Culture, Representation (also HIST 225 and LSP 225)

Spring. 4 credits. M. C. Garcia and R. Craib.
For description, see HIST 225.

[AM ST 241 History of Childhood in the United States (also HD 241 and HIST 271) (III)]

Spring. 4 credits. Not offered 2002-2003.
J. Brumberg.

For description, see HD 241.]

[AM ST 242 Religion and Politics in American History from J. Winthrop to R. Reed (also HIST 242 and RELST 242)]

Spring. 4 credits. Prerequisite: permission of instructor. R. L. Moore.

For description, see HIST 242.

[AM ST 251 Black Religious Traditions from Slavery to Freedom (also HIST 251 and RELST 251) (III)]

4 credits. Not offered 2002-2003.

M. Washington.

For description, see HIST 251.]

[AM ST 257 United States Culture and Mexican Americans, 1848 to Present (also HIST 258, LSP 258)]

Fall. 4 credits. J. Cardenas.

For description, see HIST 258.

[AM ST 258 Historical Development of Women as Professionals, 1800 to Present (also HD 258, HIST 278, WOMNS 238) (III)]

Spring. 4 credits. J. Brumberg.

For description, see HD 258.

[AM ST 259 Introduction to U.S. Latino History, Part I (also HIST 260, LSP 260) (III)]

4 credits. Not offered 2002-2003.

M. C. Garcia.

For description, see HIST 260.]

[AM ST 261 Introduction to U.S. Latino History, Part II (also HIST 261, LSP 261) (III)]

4 credits. Not offered 2002-2003.

M. C. Garcia.

For description, see HIST 261.]

[AM ST 273 Women in American Society, Past and Present (also HIST 273) # (III)]

4 credits. Not offered 2002-2003.

M. B. Norton.

For description, see HIST 273.]

[AM ST 303 African American Women in Slavery and Freedom (also HIST 303 and WOMNS 307) # (III)]

Fall. 4 credits. M. Washington.

For description, see HIST 303.

[AM ST 304 American Culture in Historical Perspective, 1880-1980 (also HIST 304) (III)]

Spring. 4 credits. Not offered 2002-2003.

M. Kammen.

For description, see HIST 304.]

[AM ST 306 History of American Workers: 1960-90s (also ILRCB 306)]

Fall. 3 credits. J. Cowie.

For description, see ILRCB 306.

[AM ST 308 Working-Class America in Mass Media and Popular Culture (also ILRCB 303)]

Spring. 3 credits. J. Cowie.

For description, see ILRCB 303.

[AM ST 309 The Cinema and the American City (also FILM 342)]

Spring. 4 credits. S. Haenni.

The emergence of the cinema in the late-nineteenth century coincided with the emergence of a new kind of metropolis,

characterized, among other things, by new traffic systems (elevated train, subway, automobile), new racial, ethnic, and sexual regimes, and new urban planning. In this course, we examine how the cinema has participated and intervened in urban transformations by imagining and representing the American city variously as a panorama, a musical symphony, a mystery to be deciphered, a stage for civic theater, a modernist artwork, or a post-apocalyptic wasteland. How does the cinema produce a particularly modern, urban experience? How has it been shaped by urban politics and how, in turn, does it shape the way in which we understand the city? Screenings may include films such as *Manhattan*, *The Crowd*, *Skyscraper Souls*, *42nd Street*, *Naked City*, *Asphalt Jungle*, *Just Another Girl on the I.R.T.*, *Blade Runner*, and will be supplemented by readings in film history, as well as urban history and urban theory.

[AM ST 314 History of American Foreign Policy, 1912 to the Present (also HIST 314) (III)]

Spring. 4 credits. T. Borstelmann.

For description, see HIST 314.

[AM ST 317 American Constitutional Development (also HIST 318) (III)]

4 credits. Not offered 2002-2003.

R. Polenberg.

For description, see HIST 318.]

[AM ST 320 Understanding Work in America, 1800-1990 (also HIST 315) (III)]

4 credits. Not offered 2002-2003; next offered 2003-2004. N. Salvatore.

This course examines both the experience and the perception of work in American life in the century framed by two fundamental formations: the emergence of a system of industrial capitalism largely nationalistic in its orientation and the development of a more international economic system in more recent times. Among the topics considered are the effects of technological change, its impact on the experience of work across numerous occupational categories, and the changing perceptions of work as reflected in contemporary cultural expression, literature, and commentary across the century.]

[AM ST 321 Colonial North America to 1763 (also HIST 321) # (III)]

4 credits. Not offered 2002-2003.

M. B. Norton.

For description, see HIST 321.]

[AM ST 322 Age of the American Revolution, 1763-1815 (also HIST 325) # (III)]

4 credits. Not offered 2002-2003.

M. B. Norton.

For description, see HIST 325.]

[AM ST 324 Varieties of American Dissent, 1880-1990 (also HIST 324) (III)]

Fall. 4 credits. N. Salvatore.

The idea of dissent in American society raises a variety of images. Civil rights activists, striking workers, and student radicals of the 1960s are familiar enough symbols of dissent. But might we understand a Pentecostal believer, filled with the spirit of his or her God in critiquing contemporary society, as an example of American dissent? This course explores the varieties of economic, political, and cultural dissent in American between 1880 and 1990, and examines how understanding

dissent in its specific historical context illuminates major aspects of American life and culture.

[AM ST 332 The Urbanization of American Society, 1600 to 1860 (also HIST 332) # (III)]

4 credits. Not offered 2002-2003. S. Blumin.

For description, see HIST 332.]

[AM ST 333 The Urbanization of American Society, 1860-2000 (also HIST 333) (III)]

4 credits. Not offered 2002-2003.

S. Blumin.

For description, see HIST 333.]

[AM ST 336 Capitalism and Society in Developing America, 1607-1877 (also HIST 336) # (III)]

4 credits. Not offered 2002-2003.

S. Blumin.

For description, see HIST 336.]

[AM ST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also HIST 337) (III)]

4 credits. Not offered 2002-2003.

S. Blumin.

For description, see HIST 337.]

[AM ST 340 Recent American History, 1925-1960 (also HIST 340) (III)]

4 credits. Not offered 2002-2003.

R. Polenberg.

For description, see HIST 340.]

[AM ST 341 Recent American History, 1960-Present (also HIST 341) (III)]

4 credits. Not offered 2002-2003.

R. Polenberg.

For description, see HIST 341.]

[AM ST 345 Intellectual/Cultural Life of Nineteenth-Century Americans (also HIST 345 and RELST 345) # (III)]

Spring. 4 credits. Not offered 2002-2003.

R. L. Moore.

For description, see HIST 345.]

[AM ST 346 Modernization of the American Mind (also HIST 346) (III)]

Fall. 4 credits. R. L. Moore.

For description, see HIST 346.

[AM ST 347 American Environmental History (also HIST 347) (III)]

Spring. 4 credits. F. Dunaway.

For description, see HIST 347.

[AM ST 359 American Families in Historical Perspective (also HD 359 and WOMNS 357)]

3 credits. Not offered 2002-2003.

J. Brumberg.

For description, see HD 359.]

[AM ST 378 Topics in U.S. Women's History (also HIST 378 and WOMNS 378) (III)]

Fall. 4 credits. M. B. Norton.

For description, see HIST 378.

[AM ST 417 History of Female Adolescence (also HD 417, HIST 458, WOMNS 438) # (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.

J. Brumberg.

For description, see HD 417.]

[AM ST 419 Seminar in American Social History (also HIST 419) (III)]

4 credits. Taught in Washington, D.C. Not offered 2002–2003. S. Blumin.
For description, see HIST 419.]

[AM ST 421 Undergraduate Seminar in American Cultural History (also HIST 421) (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. M. Kammen.
For description, see HIST 421.]

[AM ST 439 Reconstruction and the New South (also HIST 439) (III)]

4 credits. Limited to 15 students. Not offered 2002–2003. M. Washington.
For description, see HIST 439.]

AM ST 440 Undergraduate Seminar in Recent American History (also HIST 440) (III)

Fall. 4 credits. Prerequisite: permission of instructor. R. Polenber.
For description, see HIST 440.

AM ST 486 Seminar on the 1960s (also HIST 486) (III)

Fall. 4 credits. Limited to 15 students. T. Borstelmann.
For description, see HIST 486.

AM ST 500 Research Seminar in American Studies (also HIST 500)

Fall or spring. Offered in Cornell in Washington Program only. S. Blumin and others.
For description, see HIST 500.

AM ST 501 Politics and Policy: Theory, Research, and Practice (also GOVT 500, ALS 500, and PAM 406)

Fall, spring. Offered in Cornell in Washington Program only. S. Jackson.
For description, see GOVT 500.

Music and Visual Studies**[AM ST 105 Popular Music in America: 1850–1985 (also MUSIC 101) # (IV)]**

3 credits. Not offered 2002–2003. S. Pond.
For description, see MUSIC 101.]

AM ST 222 A Survey of Jazz (also MUSIC 222) (IV)

Fall. 3 credits. S. Pond.
For description, see MUSIC 222.

AM ST 223 History of Rock Music (also MUSIC 221) (IV)

Spring. 3 credits. J. Peraino.
For description, see MUSIC 221.

[AM ST 243 Inside Out: The American Everyday Interior (also DEA 243, WOMNS 243)]

Spring. 3 credits. Not offered 2002–2003. J. Jennings.
For description, see DEA 243.]

[AM ST 270 Mapping American (also ART H 270) # (IV)]

4 credits. Not offered 2002–2003. L. L. Meixner.
For description, see ART H 270.]

AM ST 282 The American Landscape (also LA 282)

Fall. 3 credits. H. Gottfried.
For description, see LA 282.

AM ST 355 U.S. Art from FDR to Reagan (also ART H 365) (IV)

Fall. 4 credits. J. E. Bernstock.
For description, see ART H 365.

[AM ST 360 Painting and Everyday Life in Nineteenth-Century America (also ART H 360) # (IV)]

Spring. 4 credits. Not offered 2002–2003. L. L. Meixner.
For description, see ART H 360.]

AM ST 390 American Architecture and Building I (also ARCH 390)

Fall. 3 credits. Prerequisites: ARCH 181–182 or permission of instructor. M. Woods.
For description, see ARCH 390.

[AM ST 391 American Architecture and Building II (also ARCH 391)]

3 credits. Prerequisites: ARCH 181–182 or permission of instructor. Not offered 2002–2003. M. Woods.]

[AM ST 397 Special Topics in the History of Architecture and Urbanism (also ARCH 398)]

3 credits. Prerequisites: ARCH 181–182 or permission of instructor. Not offered 2002–2003. M. Woods.
For description, see ARCH 398.]

[AM ST 462 Topics in Early Modernism (also ART H 462) (IV)]

4 credits. Not offered 2002–2003. L. L. Meixner.
For description, see ART H 462.]

AM ST 463 Art and Social Histories (also ART H 461)

Spring. 4 credits. L. L. Meixner.
For description, see ART H 461.

Honors

Please see description of major for information about registration in these courses.

AM ST 493–494 Honors Essay Tutorial

493, fall; 494, spring. Up to 4 credits each semester. See R. L. Moore for appropriate advisers.

ANTHROPOLOGY

D. Holmberg, chair; K. March, director of graduate students; A. Clark Arcadi, director of undergraduate studies—fall; M. Small, director of undergraduate studies—spring; D. Boyer, J. Fajans, D. Greenwood, J. Henderson, B. Lambert, H. Miyazaki, V. Munasinghe, J. Rigi, A. Riles, N. Russell, P. S. Sangren, V. Santiago-Irizarry, J. Siegel, T. Turner, T. Volman, A. Willford. Emeritus: R. Ascher, B. J. Isbell, J. Murra, R. Smith.

Anthropology is one of the most diverse disciplines in the university. Spanning human evolution, the development and heterogeneity of language and culture, human history, and the diversity of cultures past and present, the field has broad scope, uses a variety of methods, addresses basic issues about human origins and human life, and maintains commitment to understanding social life and using this understanding to improve society. Anthropology is an ideal “liberal arts” major. It also serves as a major that, when well designed by the student with their adviser, prepares students for a wide range of professional careers, e.g., law, medicine, foreign service, human rights, social services, international development, and business, among others.

Courses for nonmajors: Anthropology welcomes nonmajors into many of its courses.

Unless prerequisites are explicitly stated, 200- and 300-level courses do not have formal prerequisites and can be taken by students without prior experience in anthropology. Such students are welcome in these upper-level courses. For additional information to assist nonmajors and students from other colleges in selecting anthropology courses, see the anthropology department web page (falcon.arts.cornell.edu/~anthro/).

The Major

The range and complexity of the field of Anthropology requires active collaboration between the student and a faculty adviser in developing an individualized program of study. To enter the anthropology major, a student must pass one course in each of the two broad introductory areas of anthropology: “Nature and Culture” and “Culture and History” listed below under the heading “Introductory Courses.” Provisional acceptance into the major is possible before completing these courses, with permission from the Director of Undergraduate Studies in anthropology. Students are encouraged to contact the Director of Undergraduate Studies or other faculty members as soon as possible in their studies to discuss their interests and a possible major in anthropology.

Students see the Director of Undergraduate Studies to apply to the major and get an adviser. They prepare a short statement about their interests and goals for the major, then meet with their adviser to develop a course plan reflecting these special interests. This concentration should include at least 32 credits in addition to the two introductory courses used to enter the major. Examples of possible concentrations are myth and ritual; ethnicity and identity; action research; nature and culture in human history; anthropology and literature, or law, or the arts, or medicine; human origins; ethnomusicology; primate and human behavior; prehistory of the Americas, or Europe, or Africa; cultural construction of the person; etc. When warranted, the adviser is free to approve up to two cognate courses from other departments totaling up to eight credit hours to fulfill the 32-credit requirement. Students may revise their program of study in consultation with their adviser as they move through their studies. Our goal is to provide a close and supportive advising relationship and a strong and coherent structure for the student's major.

In the senior year, all Anthropology majors are required to take one of the Anthropology Senior Seminars offered by the department (archaeologically oriented majors may substitute Approaches to Archaeology or Archaeological Research Design). These seminars are designed to provide broad integrating perspectives on the contemporary field of anthropology through the study of principal trends, contemporary issues, history, etc.

Study abroad and off-campus study programs: the Department of Anthropology encourages students to consider a semester of study abroad or off-campus study developed as an integral part of the student's major concentration. The Director of Undergraduate Studies serves as the Anthropology Study Abroad adviser.

The Cornell-Nepal Study Program: the Cornell-Nepal Study Program is a joint program of Cornell University and Tribhuvan

University, the national university of Nepal. Qualified juniors, seniors, and first- or second-year graduate students work with faculty from both universities to prepare for and undertake field research projects in Nepal. Students receive 15 credits per semester; students may enroll for either fall or spring semester, or for the entire year; application is through Cornell Abroad. For further information, consult David Holmberg or Kathryn March in the Department of Anthropology.

Other anthropologically-relevant study abroad options, using existing Cornell Abroad and off-campus options, can be worked out in consultation with the major adviser, the Anthropology Study Abroad adviser, and Cornell Abroad.

Honors

Honors in anthropology are awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. Anthropology majors interested in the Honors Program should consult the chair of the Honors Committee in their junior year. To qualify for entrance into the Honors Program, a student must have at least a 3.0 GPA overall and 3.3 GPA in the major, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying to the program and being admitted as a candidate by the Honors Committee, the student conducts research and writes a thesis. This thesis is evaluated by the faculty research adviser and two other faculty members. Honors (i.e., cum laude, magna cum laude, or summa cum laude) are awarded based on the quality of the thesis and the student's overall record. Honors candidates must start this process by consulting their major adviser about the honors program early in their junior year.

In addition, students may enroll in ANTHR 483 (fall or spring) "Honors Thesis Research." To complete the thesis, students must enroll in 491 (fall or spring) "Honors Thesis Write-up." Only ANTHR 483 may count toward hours for completion of the anthropology major requirements. The credit hours for these courses are variable, grades for these courses are given by the faculty research adviser, and they are based on performance during thesis research and writing.

Any honors candidate whose research directly involves working with human subjects must receive approval for the project from the Cornell University Committee on Human Subjects.

Special Programs and Facilities

Collections: the department has an extensive collection of archaeological and ethnological materials housed in the anthropology collections. A limited number of students can make arrangements to serve as interns in the anthropology collections. Olin Library houses some of the most extensive collections of materials on the ethnology of Southeast Asia, South Asia, East Asia, and Latin America to be found anywhere in the United States. The biological anthropology laboratory (McGraw B65) houses an extensive collection of materials for teaching purposes, including (1) human skeletal remains, (2) articulated skeletons and cranial casts of primates, and (3) casts of important fossils in the human lineage.

Independent Study: specialized individual study programs are offered in Anthropology 497, Topics in Anthropology, a course open to a limited number of juniors and seniors who have obtained consent and supervision of a faculty member. Undergraduates should note that many 600-level courses are open to them by consent of the instructor.

Colloquia: the Department of Anthropology holds colloquia almost every week of the semester on Friday at 3:30 in McGraw 215. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

For more complete information about the anthropology major, see the Director of Undergraduate Studies, pick up a copy of the major brochure (which includes descriptions of the courses not offered during 2002–2003), or visit the Anthropology Department web page (falcon.arts.cornell.edu/~anthro/).

I. Introductory Courses

A. Nature and Culture:

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind (I Supplementary List)

Fall. 3 credits. Fee for lab usage and maintenance, \$5. A. Arcadi.

The evolution of humankind is explored through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology and behavior with an evolutionary framework.

ANTHR 103 The Scope of Anthropology

Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of ANTHR 101 or ANTHR 102. S-U grades only. Staff.

This course is intended for majors or prospective majors in anthropology. Each week a different member of the faculty in anthropology at Cornell makes a presentation on the nature of their work within the field and discusses their interests with students. The course is meant to introduce the range of approaches found within anthropology and help students in planning future course work.

ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203) # (III)

Spring. 3 credits. T. Volman.

A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretation are stressed. Demonstrations and films supplement the lectures.

ANTHR 211 Nature and Culture @ (III)

Spring. 4 credits. Limited to 15. Sophomore Writing Seminar. S. Sangren.

"Nature and Culture" is a sophomore seminar that examines and evaluates contrasting views of how best to understand the interactions of nature and culture in human life. This examination surveys the familiar terrain of "nature" versus "nurture" debates. Beyond these debates, cultural anthropological study of other societies reveals that assumptions

about human nature are intrinsically intertwined with the legitimacy of social arrangements (family organization, beliefs about gender and procreation, forms of political authority). This cross-cultural perspective on linkages between ideologies of nature and culture, on the one hand, and social-institutional arrangements, on the other, provides a useful critical vantage in a consideration of similar linkages in our own society. In addition, the course takes up current political debates in which ideas about nature and culture divide opinion. The course is premised on a strong claim for the contribution of cultural anthropology to the development of better science and to a reflective understanding of human potential.

ANTHR 275 Human Biology and Evolution (also BIOEE 275 and NS 275) (I)

Fall. 3 credits. S-U grades optional, with permission of either instructor. Lects W F 10:10; disc M 10:10, or TBA.

Offered alternate years. J. D. Haas, K. A. R. Kennedy.

An introduction to the biology of Homo Sapiens through an examination of human evolution, biological diversity, and modes of adaptation to past and present environments. Evolutionary theory is reviewed in relation to the current evidence from the fossil record and studies of the evolution of human behavior. A survey of human adaptation covers a complex of biological and behavioral responses to environmental stress. Human diversity is examined as the product of long-term evolutionary forces and short-term adaptive responses. Topics such as creationism, the Piltdown fraud, the sociobiology debate, genetic engineering, race and IQ, and racism are presented as examples of current issues in human biology. These topics and others are the focus of the optional one-hour weekly discussions.

B. Culture and History:

ANTHR 100 Introduction to Archaeology (also ARKEO 100) # @ (III or IV)

Fall. 3 credits. J. Henderson.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both archaeology and anthropology undergraduate majors.

ANTHR 102 Introduction to Anthropology: The Comparison of Cultures @ (III)

Spring. 3 credits. K. March.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures, students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course, we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology as a comparative enterprise that pose distinct cultural systems in relief are developed. Fiction, films, and exercises supplement the formal anthropological materials.

ANTHR 103 The Scope of Anthropology
Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of ANTHR 101 or ANTHR 102. S-U grades only. Staff.

For course description, see section I.A, Introductory Courses.

ANTHR 200 Cultural Diversity and Contemporary Issues @ (III)

Fall. 3 credits. A. Willford.

This course introduces students to the meaning and significance of forms of cultural diversity for understanding contemporary issues. Drawing from films, videos, and selected readings, students are confronted with different representational forms that portray cultures in various parts of the world and they are asked to critically examine their own prejudices as they influence the perception and evaluation of cultural differences. We approach cultures holistically, assuming the inseparability of economies, kinship, religion, and politics, as well as interconnections and dependencies between world areas (e.g., Africa, Latin America, the West). Among the issues considered: "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; and global process and cultural integrity.

[ANTHR 202 Interpretive Archaeology (also ARKEO 202) (III)]

Fall. 3 credits. Not offered 2002–2003.]

ANTHR 215 Stone Age Art (also ARKEO 215) # (III)

Fall. 3 credits. T. Volman.

When did "art", however defined, appear during the human career, how was it produced and for what purposes? These are some of the questions we investigate through a survey of the discovery, validation, analysis and interpretation of the earliest art. The course covers a variety of finds from the Old World, including the well-known cave art of southwestern France and northern Spain, and also consider portable art and decoration. The contributions of new analytical techniques and interpretive approaches are highlighted.

[ANTHR 240 Old World Prehistory (also ARKEO 240) # (III)]

Fall. 3 credits. Not offered 2002–2003.]

II. Honors and Independent Study

ANTHR 483 Honors Thesis Research

Fall or spring. Credit TBA. Prerequisite: consent of the Honors Committee. Staff. Independent work under the close guidance of a faculty member selected by the student.

ANTHR 491 Honors Thesis Write-Up

Fall or spring. Credit TBA. Staff.

ANTHR 497 Independent Study: Undergrad I

Fall or spring. Credit TBA. Intended for undergraduate students only. Staff. Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

ANTHR 498 Independent Study: Undergrad II

Fall or spring. Credit and hours TBA. Intended for undergraduate students only. Staff.

For course description, see ANTHR 497, section II, Honors and Independent Study.

III. Anthropology Major Senior Seminars

In the senior year, all Anthropology majors are required to take one of the Anthropology Senior Seminars offered by the department (archaeologically oriented majors may substitute Approaches to Archaeology or Archaeological Research Design). These seminars are designed to provide broad integrating perspectives on the contemporary field of anthropology through the study of principal trends, contemporary issues, history, and so on.

ANTHR 429 Anthropology and Psychoanalysis @ (III)

Fall. 4 credits. Limited to 15. S. Sangren.

This seminar is premised on the notion that an accommodation between anthropology and psychoanalysis is not only potentially productive, but also conceptually necessary. However, there are good reasons why such an accommodation has yet to develop, and an exploration of these reasons constitutes an important part of the seminar. How can the general or (in some cases) universalizing theories of psychoanalysis address cultural differences? Can understanding of collective institutions be advanced with reference to theories of individual motivation and desire? Conversely, can such understanding be advanced in the absence of reference to individual motivation and desire? The course surveys the history of anthropological engagement with psychoanalysis, but the main focus is a juxtaposition of current psychoanalysis theory (mainly Lacanian) and anthropological treatments of the social production of the person (including interpretivist and structuralist arguments, but with an emphasis on the advantages of a Marxist focus on production).

ANTHR 444 God(s) and the Market (III)

Spring. 4 credits. H. Miyazaki.

One of the oldest and most powerful insights of anthropology is that different domains of society such as religion and economy shape and condition each other. We will discuss a variety of old and new anthropological explorations into the intersections of religion and economy, from Max Weber's classical study of the relationship between Protestantism and the rise of capitalism to recent studies of the work of faith in financial markets. This seminar is intended to bring together students interested in religion and students interested in business and economy.

ANTHR 456 Mesoamerican Religion, Science, and History @ # (III)

Fall. 4 credits. Limited to 15. J. Henderson.

An introduction to belief systems in ancient Mexico and Central America, emphasizing the blending of religion, astrology, myth, history, and prophecy. Interpreting text and image in pre-Columbian books and inscriptions is a major focus.

ANTHR 490 Topics in Biological Anthropology

Spring. 4 credits. Limited to 12 students. M. Small.

Current topics in biological anthropology are explored. Topics change each semester. For further information, contact the professor or department office.

IV. Understanding Cultures and Societies

Anthropologists examine the diversity of human behaviors, social relationships and structures, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions among the many other means human beings invent to create and reproduce social life around the world. Anthropologists work from a holistic perspective to account for differences and similarities across cultures. Anthropologists also take small-scale societies and local sociocultural systems as the object of analysis. They collect data primarily through ethnographic fieldwork, that is, months or years of participating in and observing of the societies they study. Anthropologists see inherent linkages between the practical and the meaningful dimensions of human existence.

A. Anthropological Approaches to Economy, Society, Law, and Politics:

The courses below take as their starting point what are usually defined as the social, political, legal, and economic practices and structures of human life and show how they are shaped culturally and how they shape culture.

ANTHR 307 Comparative Analyses of Contemporary Muslim Societies (also NES 352) @ (III)

Spring. 4 credits. C. Robinson.

Moving beyond approaches that locate Islam geographically, highlighting its particularities and links to local cultural contexts, this course offers a comparative approach to the examination of central cultural, social, and political practices of contemporary Muslim societies. The course aims to examine the ways in which regional cultural and historical processes intersect with Islam as a religious, legal, cultural, economic, and political system and provide frameworks for understanding Islam as the globalizing phenomena that it is today. Drawing on anthropological theory and on ethnographic studies from South Asia, the Middle East, Southeast and Central Asia, Europe, North America, and the Caribbean, this course explores the following five themes: 1) Islamic State/Muslim Society: Family, Community, Law and Leadership; 2) Shrine and Mosque: Ritual and Religious Authority; 3) Beyond the Veil and the Harem: Constructions of Gender and Sexuality; 4) Submission and Resistance: Conflict and Violence Beyond the State; and 5) Moving Islam: Pilgrimage, Migration, Technology and Media.

ANTHR 310 Nationalism and Revivalism (III)

Spring. 4 credits. A. Willford.

This course explores the growing phenomenon of religious and ethnic nationalism within modern nation-states. We also examine ways in which religious and ethnic revivalism present alternative models of modernity and group identity, often defined in opposition to state-sponsored nationalist ideologies.

ANTHR 313 Topics in the Anthropology of Japan @ (III)

Spring. 4 credits. H. Miyazaki.

In this survey course, we seek to understand contemporary Japanese society by focusing on a particular social and cultural issue hotly debated in Japan. The ultimate goal of the course is to appreciate anthropology as a particular form of engagement with contem-

porary issues, distinct from other forms of engagement such as journalism, policy-oriented social research and philosophical and ethical contemplation. No prior knowledge of Japan or anthropology is necessary in order to take this course. In 2003, the focus of the course is on conceptions of work and workplace in contemporary Japan.

ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also ANTHR 621 and WOMNS 321/631) @ (III)

Fall. 4 credits. K. March.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definitions around the world.

[ANTHR 323 Kinship and Social Organization (III)]

Spring. 4 credits. Not offered 2002-2003. B. Lambert.

Much of this course is a survey of forms of the family, descent groups, and marriage systems. The role of age and sex in the social structure is also considered. The last part of the course is devoted to a history of the British and American family and to its fate in utopian communities.]

[ANTHR 326 Economic Anthropology (III)]

Fall. 4 credits. Not offered 2002-2003.]

[ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context (III)]

Fall. 4 credits. Not offered 2002-2003. V. Santiago-Irizarry.

Rule-making and dispute resolution are integral aspects of social reality in any culture. The ways in which conflict is treated and interpreted—to be then deflected or resolved—articulate with other cultural domains such as religion, politics, and economics as part of the material and symbolic processes that enable sociocultural interaction. At issue then are the formal and processual means that the treatment of conflict takes in different societies. These means constitute frames for the definition of social experience that are used by social factors in the interpretation of events within the terms of an overriding sociocultural logic that is in turn refigured by these interpretive frames.]

[ANTHR 385 The Anthropology of Intellectuals (III)]

Fall. 4 credits. Not offered 2002-2003. D. Boyer.

This course offers a review of anthropological research on intellectuals (or "knowledge-specialists") and on social practices of knowledge-making. The question of how social knowledge is articulated, standardized, and reproduced has become an area of renewed interest across the social sciences since the 1970s. Reflexive social science has been especially interested in understanding how social and cultural knowledges are created, by whom, and for what purposes. These questions actually have a substantial heritage and the course begins with a review of classic sociological and anthropological theories of intellectuals and their role(s) in society. Then the course explores both classic and contemporary ethnographies of knowledge-specialists and knowledge-making with a

special focus on the relationship between intellectuals and the creation of cultural order. Finally, the course discusses the possibly changing role of intellectuals in contemporary western "knowledge societies."]

ANTHR 388 Masks of Power and Strategies of Resistance and Subversion @ (III)

Fall. 4 credits. J. Rigi.

The aim of the course is to provide a broad theoretical and ethnographic orientation on various forms of power relations, strategies of resistance/subversion and the role of human agency in historical change. The course explores various concepts of power on both macro and micro levels, tracing their genealogies and looking comparatively at relevant ethnographies. Although a pillar of the course is the comparative anthropology of state, it also examines power relations in stateless societies. Various forms of state are contrasted to each other on the one hand and to forms of political power in the stateless societies on the other. The course also covers micro processes of power relation related to gender relations and body politics.

[ANTHR 422 Anthropology and Environment @ (III)]

Fall. 4 credits. Prerequisite: anthropology major or permission of instructor. Not offered 2002-2003. D. Holmberg.]

ANTHR 423 Anthropology of the University (also SHUM 423) (III)

Spring. 4 credits. Limited to 15 students. D. Greenwood.

Turning an anthropological gaze on the contemporary university as a social and cultural system, this seminar involves an examination of the convergences and divergences between the trajectories of the sciences and engineering, the humanities, and the social sciences in contemporary universities and some international comparisons with the trajectories of universities around the world. The overall aim is to link an ethnographic analysis of the microstructures of departmental differentiation, professional hegemonies, and local financing with the larger-scale processes of transformation of universities' place in society under the pressures of corporativization, globalization, and competition from a host of alternative higher education institutions.

ANTHR 424 Ethnoracial Identity in Anthropology, Language, and Law (also LSP 424) (III)

Spring. 4 credits. V. Santiago-Irizarry.

This course examines the role that both law and language, as mutually constitutive mediating systems, occupy in constructing ethnoracial identity in the United States. We approach the law from a critical anthropological perspective, as a signifying and significant sociocultural system rather than as an abstract collection of rules, norms, and procedures, to examine how legal processes and discourses contribute to processes of cultural production and reproduction that contribute to the creation and maintenance of differential power relations. Course material draws on anthropological, linguistic, and critical race theory as well as ethnographic and legal material to guide and document our analyses.

[ANTHR 426 Ideology and Social Reproduction (III)]

Spring. 4 credits. Not offered 2002-2003.]

ANTHR 429 Anthropology and Psychoanalysis @ (III)

Fall. 4 credits. S. Sangren.

For course description, see section III, Anthropology Major Senior Seminars.

[ANTHR 440 Ethnographic Approaches to Studying Professionals and Institutions (III)]

Spring. 4 credits. Not offered 2002-2003. D. Boyer.]

ANTHR 442 Violence, Symbolic Violence, Terror and Trauma in South Asia and the Himalayas (also ANTHR 642) @ (III)

Spring. 4 credits. D. Holmberg.

This working seminar will focus on violent conflict in South Asia. Key texts on social, ethnic, religious, and political violence in Sri Lanka, India, Nepal, and Pakistan as well as theoretical literature on violence, trauma, and human rights will provide the basis for a general reassessment of the anthropological study of violence.

ANTHR 444 God(s) and the Market (III)

Spring. 4 credits. H. Miyazaki.

For course description, see section III, Anthropology Major Senior Seminars.

ANTHR 479 Ethnicity and Identity Politics: An Anthropological Perspective (III)

Spring. 4 credits. V. Munasinghe.

The most baffling aspect of ethnicity is that while ethnic sentiments and movements gain ground rapidly within the international arena, the claim that ethnicity does not exist in any objective sense is also receiving increasing credence within the academic community. How can something thought "not to exist" have such profound consequences in the real world? In lay understandings, ethnicity is believed to be a "natural" disposition of humanity. If so, why does ethnicity mean different "things" in different places? Anthropology has much to contribute to a greater understanding of this perplexing phenomenon. After all, the defining criterion for ethnic groups is that of critical distinctiveness. Through ethnographic case studies, this course examines some of the key anthropological approaches to ethnicity. We explore the relationship of ethnicity to culture, ethnicity to nation, and ethnicity to state to better understand the role ethnicity plays in the identity politics of today.

B. Interpretive Approaches in Cultural Anthropology:

These courses stress symbolic or textual approaches to human society. They take as their object of analysis structures of meaning in such diverse areas as performance and text, myth and religion, views of the self, gender, and the sociology of knowledge. These same topics arise in many of the area-focused courses as well (Section D), but take center stage in the following courses.

[ANTHR 232 Media, Culture, and Society (III)]

Spring. 3 credits. Not offered 2002-2003. D. Boyer.

This course provides an introduction to understanding the relationship between media and culture from an anthropological perspective. The primary goal of the course is to help students develop an ethnographic awareness of the complex factors influencing mass media production, representation, and reception. We work toward this goal by studying how media

technologies effect the representation and reproduction of cultural identities, how mass media representations mediate the negotiation of national identities and moralities, how institutional situations and professional practices influence media production, and how state and market forces both create and restrict possibilities of media expression. A wide range of social and historical cases are covered by both readings and lectures. Course materials include print, visual, and electronic media. Course assignments encourage students to engage the contemporary American media both analytically and critically.]

ANTHR 250 The Anthropology of Food and Cuisine (III)

Fall. 4 credits. J. Fajans.

You are what you eat! This course examines the way food is produced, prepared, exchanged, presented, and given meaning in cultures around the world. It examines the symbolism of specific foodstuffs. Who prepares food and how it is done? Who feeds whom and how these relations are expressed and valued? In addition to looking at these questions we analyze ideas about commensality; how food is used in public contexts for presentation or exchange, and how food is a marker of gender, class, status, ethnicity, and identity. In addition to looking specifically at food, we analyze cultural ideas about gender, the body, and identity in terms of how these cultural patterns are produced and expressed through concrete activities like eating, fasting, and special diets. In this class we stress critical and comparative thinking about subjects we tend to take for granted.

ANTHR 257 American Indians in Film (III)

Spring. 3 credits. F. Gleach.

American Indians have been featured in films in a variety of ways over the years, from actors in red-face and portrayals of savagery to over-romanticized nobility; there have also been more accurate views produced, however, and there are Native actors and filmmakers. This course will explore the range of these portrayals, in documentary as well as Hollywood films. Topics to be covered include the ways in which ethnicity is presented on film and the different stereotypes used, the interplay of fiction and nonfiction, and relationships of film and historical events.

[ANTHR 291 Filming Other Cultures (also ANTHR 691 and THETR 291/691) @ (III)]

Spring. 4 credits. Limited to 20 students. Preference given to students who have taken either ANTHR 102 or THETR 474. Fee for film screening and maintenance, \$35. Not offered 2002–2003. Staff.

Shortly after the first films were screened, their makers saw in motion pictures a promise for greater understanding among peoples. Was the promise fulfilled? In this discussion course, responses to this question are examined through the study of short, representative films and related readings. The discussions are framed and informed by ideas from anthropology and film studies. For example, we consider: aesthetics, ethics, and responsibility in filming, and editing; connections between sound—or lack of it—and image; the implications of film as a product of Euroamerican culture; cultural assumptions in camera movements, film color, and film pace; indigenous people's presentations of

themselves and Euroamerican representations of others; and the blurry, ever-changing space that separates fiction from non-fiction film. For one meeting each week, two students, in cooperation with the instructor, are responsible for leading the discussion.]

ANTHR 320 Myth, Ritual, and Symbol (also RELST 320) @ (III)

Spring. 4 credits. J. Fajans.

This course examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. It focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (such as color, totems, food, dress, kinship), taboos, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). Examines both the roles of specialists (spirit mediums, curers, priests, ascetics, etc.) and nonspecialists in producing these cultural forms.

ANTHR 379 Culture, Language, and Thought (III)

Spring. 4 credits. V. Santiago-Irizarry.

The relationship among culture, language, and thought has been a core concern in anthropology. Language and culture are commonly defined as processes that are public and shared yet they also operate within and upon subliminal experiential realms. In this course we examine how anthropologists have explored this relationship, which is engendered in the interaction between culture and language as parallel mediating devices for the constitution, interpretation, and expression of human experience.

[ANTHR 381 Anthropology and Religion (also RELST 381) @ (III)]

Fall. 4 credits. Not offered 2002–2003.

A. Willford.

This course approaches the study of religion from an anthropological perspective. The centrality and universality of religion in social life has been fundamental in the development of social and cultural theory. We begin by examining the classic theories of religion in the works of Durkheim, Marx, Weber, and Freud, followed by an exploration of how these theories have been influential in anthropological studies of cosmology, ritual, selfhood, myth, sorcery, witchcraft, and pilgrimage. We conclude by examining the apparent persistence, revival and transformation of religious beliefs and practices within modern and modernizing states. This leads us to ask whether an increasing politicization and globalization of religious ideology poses significant challenges to the anthropological analysis of religion.]

[ANTHR 406 The Culture of Lives (also WOMNS 406) @ (III)]

Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 408 Gender Symbolism (also WOMNS 408) @ (IV)]

Spring. 4 credits. Not offered 2002–2003.]

ANTHR 430 Indians and the Environment (III)

Fall. 4 credits. F. Gleach.

From "savages" of the woods to "keepers of the game" to natural conservationists, American Indians have long been constructed as having a special relationship to the environment. This course examines the history of that construction, and its effects on Native people today. Indigenous peoples around the world have been and are being cast in similar

dimensions, and global effects, parallels, and relationships will also be considered.

ANTHR 433 Censorship and the Production of Knowledge (also S HUM 403) (III)

Spring. 4 credits. Limited to 15 students.

D. Boyer.

This course seeks to productively expand the definition of censorship as ideological interdiction by exploring psychoanalytic and social-theoretical approaches to censorial practices and actions of self-censorship. We are especially interested in the relationship of censorship to the social formation of knowledge and we explore this relationship through case studies of media control, academic peer review processes, and the commodification of knowledge in corporate "knowledge industries."

ANTHR 434 The University as Locus of National Culture (also S HUM 404) (III)

Fall. 4 credits. Limited to 15 students.

D. Boyer.

This course focuses on the places of the university as a site for the articulation, negotiation, and dissemination of knowledges of nation. We investigate the university as a public cultural institution and how it both becomes a symbol of the cultural achievement of the nation-state and serves to elaborate and publicize knowledges of national belonging alongside its cultivation of a plurality of specialized fields of knowledge (including critical knowledges of nationhood). These discussions are grounded in a study of the evolution of the modern German research university and its dual role as producer of scientific knowledge and as site for the production of national culture.

[ANTHR 453 Visual Anthropology (III)]

Spring. 4 credits. Not offered 2002–2003.]

ANTHR 456 Mesoamerican Religion, Science, and History @ # (III)

Fall. 4 credits. J. Henderson.

For course description, see section, III Anthropology Major Senior Seminars.

[ANTHR 469 Gender and Age in Archaeology # (III)]

Spring. 4 credits. Not offered 2002–2003.]

C. Cultures in Anthropological Perspective:

Anthropology constructs its theories in the comparison of different social and cultural systems and thus depends integrally on knowledge about particular places. The courses below are all focused on the cultures and societies of particular areas of the world and organize knowledge about these areas in reference to key anthropological questions. Students without prior experience in anthropology are welcome in these courses.

ANTHR 221 Anthropological Representation: Ethnographies on Latino Culture (also LSP 221 and AM ST 221) (III)

Fall. 3 credits. V. Santiago-Irizarry.

Representation is basic to anthropology. In translating cultures, anthropologists produce authoritative representations of and about other people's lives. In this course, we examine, with a critical eye, the production of representations about U.S. Latino cultures as these are embodied in anthropological texts. Issues explored include the relation between the ethnographer and the people s/he is

studying, the contexts in which ethnographic texts are produced, and the way they may position different cultural groups within the larger national context.

[ANTHR 224 The French Experience (also FRLIT 224) (III or IV)]

Fall. 3 credits. Not offered 2002-2003.

J. Siegel, A. Berger.

An examination of French society, culture, and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals and cinema. Looking attentively at texts, images, and contexts from selected moments in the eighteenth, nineteenth, and twentieth centuries, we attempt to unravel some of the defining enigmas of the French experience.]

[ANTHR 230 Cultures of Native North America @ # (III)]

Fall. 4 credits. B. Lambert.

A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures are examined to bring out distinctive features of the economy, social organization, religion, and worldview. Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

[ANTHR 257 American Indians in Film (III)]

Spring. 3 credits. F. Gleach.

For course description, see section IVB, Understanding Cultures and Societies.

[ANTHR 303 Asians in the Americas: A Comparative Perspective (also AAS 303) (III)]

Spring. 4 credits. V. Munasinghe.

The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians?" On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course examines the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

[ANTHR 307 Comparative Analyses of Contemporary Muslim Societies (also NES 352) @ (III)]

Spring. 4 credits. C. Robinson.

For course description, see section IVA, Understanding Cultures and Societies.

[ANTHR 313 Topics in the Anthropology of Japan @ (III)]

Spring. 4 credits. H. Miyazaki.

For course description, see section IVA, Understanding Cultures and Societies.

[ANTHR 316 Power, Society, and Culture in Southeast Asia @ (III)]

Spring. 4 credits. Not offered 2002-2003.

A. Willford.

Southeast Asia is a region where anthropologists have paid great attention to the symbolic within cultural and social processes. While this intellectual orientation has produced contextually rich accounts of cultural uniqueness, there has been a tendency within "interpretive" ethnographies to downplay the role of power and domination within culture and society. This course aims to utilize the traditional strengths of symbolic anthropology by examining the roles of ritual, art, religion, and "traditional" values within contemporary Southeast Asian societies. In so doing, however, we examine how these practices and ideas can also structure ethnic, class, and gender inequalities. Understanding how "traditional" cultural practices and ideologies fit within contemporary nation-states requires that we also examine the effects of colonialism, war, and nationalism throughout the region. In addition to providing a broad and comparative ethnographic survey of Southeast Asia, this course also investigates how culturally-specific forms of power and domination are reflected in national politics and in local and regional responses to the economic and cultural forces of globalization.]

[ANTHR 336 Change and Continuity in the Pacific Islands (III)]

Fall. 4 credits. Not offered 2002-2003.

J. Fajans.

This course provides an introduction to the diverse peoples and cultures of Oceania, which extends from Hawaii to New Zealand and from Easter Island to New Guinea. It surveys the continuities and differences within this vast domain. The primary focus is on cultural diversity, linguistic patterns, history and migration, and ecological constraints and adaptations. The course examines issues confronting the contemporary Pacific nations: colonialism, development, nationalism, the politics of tradition, and how the world system influences events and politics in the region. This course is open to anyone interested in the Pacific region and/or in anthropology.]

[ANTHR 337 Gender, Identity, and Exchange in Melanesia @ (III)]

Fall. 4 credits. Not offered 2002-2003.]

[ANTHR 339 Peoples and Cultures of the Himalayas (also ANTHR 739) @ (III)]

Spring. 4 credits. Not offered 2002-2003.

K. March.

A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.]

[ANTHR 344 Male and Female in Chinese Culture and Society (also WOMNS 344) @ (III)]

Fall. 4 credits. S. Sangren.

This course explores the culture of gender, sex roles, and domestic relations in late traditional and modern Chinese society. Readings and lectures range from ethnographic descriptions of the dynamics of Chinese family life, kin relations, and socialization to representations of male and

female in mythologies and ritual activities. The course also considers developments subsequent to political changes in China. Although the course's analytical focus is anthropological, readings will draw from the writings of historians and political scientists as well. A premise of the course is that understanding sex and gender in China is essential to understanding Chinese culture and its most fundamental values. The course also aims to introduce students interested in Chinese to techniques of anthropological analysis.

[ANTHR 346 The Kayapo of Brazil (also ANTHR 646) @ (III)]

Spring. 4 credits. T. Turner.

An intensive study of an Amazonian indigenous society, its culture, history and contemporary struggle for coexistence with modern regional, national and global society. The broader theoretical implications of aspects of Kayapo ethnography, such as kinship and family structure, moiety organization, ritual and the ceremonial system, social values, the political system, gender relations, inequality and hierarchy, the social production of bodilyness and the person, the patterning of affects and emotion, cosmology and alienated aspects of social consciousness, myth and history as narrative genres and modes of consciousness, social modes of speech and specialized uses of language, the appropriation and use of video, historical change, contemporary politics and efforts at communal economic development.

[ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @ # (III)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 356 Archaeology of the Andes (also ARKEO 356) @ # (III)]

Spring. 4 credits. J. Henderson.

A survey of the rise and decline of civilizations in the Andean region of western South America before the European invasion. Key topics include the use of invasion-period and ethnographic information to interpret precolumbian societies, the emergence of settled farming life, and the development of the state.

[ANTHR 377 The United States (also LSP 377 and AM ST 377) (III)]

Fall. 4 credits. Not offered 2002-2003.

V. Santiago-Irizarry.

The anthropological inquiry into one's own culture is never a neutral exercise. This course explores issues in the cultural construction of the United States as a "pluralistic" society. We look at the ideological context for the production of a cultural profile predicted upon ideas that are intrinsic to American images of identity such as individualism, freedom, and equality and the way these are applied in practice. The course readings include historic documents and accounts, popular writing, and recent ethnographies on the United States.]

[ANTHR 383 Topics in African Ethnography: The State and Civil Society in Colonial and Contemporary Africa @ (III)]

Fall. 4 credits. J. Schoss.

This course will provide an intensive introduction to Africanist anthropology through an examination of classic works of British social anthropology and current ethnographic materials from 1985 to the present. Taking the state and civil society as its central foci, the course will address their relationship through three lenses: state power

and African popular responses; social change, globalization, and the expansion of Western economic systems into African societies; and the role of education and educational institutions in the transformation of Africa. The course readings will move between colonial and contemporary ethnographic materials to examine how the processes have changed with the passing of the colonial regime and the rise of independent African states. Further, by comparing these two bodies of literature, we will analyze how anthropological approaches to Africa have changed (or not) in their analytical and representational orientation.

ANTHR 413 Religion and Politics in Southeast Asia (also ASIAN 413) @ (III)

Spring. 4 credits. A. Willford.

This course explores how religious beliefs and practices in Southeast Asia have been transformed by the combined forces of colonialism, nationalism, and globalization. By examining both diversity and resurgence in one of the world's most rapidly modernizing regions, we aim to understand the common economic, social, and political conditions that are contributing to the popularity of contemporary religious movements. At the same time, we also consider the unique ideological, theological, and cultural understandings behind different religions and movements. Through this process we also rethink conceptions of modernity.

ANTHR 442 Violence, Symbolic Violence, Terror and Trauma in South Asia and the Himalayas (also ANTHR 642) @ (III)

Spring. 4 credits. D. Holmberg.

For course description, see section IVA, Understanding Cultures and Societies.

ANTHR 456 Mesoamerican Religion, Science, and History @ # (III)

Fall. 4 credits. J. Henderson.

For course description, see section III, Anthropology Major Senior Seminars.

[ANTHR 477 Ethnology of Island Southeast Asia @ (III)]

Fall. 4 credits. Not offered 2002–2003.]

[ANTHR 493 Seminar in Archaeology (also ARKEO) (III)]

Fall. 4 credits. Not offered 2002–2003.]

V. Anthropological Thought and Method

As a form of inquiry, anthropology has a long and complex history and utilizes a wide variety of theories and methods. In this section, topics in the history of anthropological thought and numerous anthropological approaches are presented, along with courses focused on the design of anthropological research projects.

ANTHR 215 Stone Age Art (also ARKEO 215) # (III)

Fall. 3 credits. T. Volman.

For course description, see section IB, Introductory Courses.

[ANTHR 291 Filming Other Cultures (also ANTHR 691 and THETR 291/691) @ (III or IV)]

Spring. 4 credits. Limited to 20 students. Preference given to students who have taken either ANTHR 102 or THETR 474. Fee for film screening and maintenance, \$35. Not offered 2002–2003. Staff.

For course description, see section IVB, Understanding Cultures and Societies.

[ANTHR 306 Ethnographic Description (III)]

Fall. 4 credits. Not offered 2002–2003.]

ANTHR 324 Anthropology Amongst the Disciplines (III)

Fall. 4 credits. J. Siegel.

Ethnography has as one of its aims the comprehension of the 'other' in whose eyes the 'I' or the first person is constructed. The history of this idea in Western philosophy and literature has influenced anthropologists' understanding. We look at this history and its reflection in ethnography, particularly in the study of ritual.

[ANTHR 362 Democratizing Research: Participation, Action, and Research (also ANTHR 662) (III)]

Fall. 4 credits. Not offered 2002–2003.

D. J. Greenwood.

This course poses an alternative to distanced, "objectivist" social science by reviewing some of the numerous approaches to socially engaged research. Among the approaches discussed are those centering on the pedagogy of liberation, feminism, the industrial democracy movement, "Southern" participatory action research, action science, and participatory evaluation. There are no prerequisites and undergraduates are welcome.]

[ANTHR 368 Marx: An Overview of His Thought (also ANTHR 668) (III)]

Spring. 4 credits. Not offered 2002–2003.

T. Turner.

A reading and interpretation of Marx's principal writings, emphasizing both the continuities and the changes from his earlier to his later works, with attention given to contemporary developments and controversies in Marxian scholarship.]

[ANTHR 372 Hunters and Gatherers (also ANTHR 672) # @ (III)]

Spring. 4 credits. Not offered 2002–2003.]

ANTHR 403 The Craft of Anthropology: Ethnographic Field Methods (also ANTHR 603) (III)

Fall. 4 credits. V. Santiago-Irizarry.

This course provides students with practical understanding about what anthropologists actually do in the field. We examine problems that emerge in conducting fieldwork which raise ethical, methodological, theoretical, and practical issues in the observation, participation in, recording, and representation of culture(s). Students are expected to develop a semester-long, local research project that allows them to experience fieldwork situations.

[ANTHR 405 Archaeology Research Design (also ANTHR 605 and ARKEO 405/605) (III)]

Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 412 Contemporary Anthropological Theory (III)]

Spring. 4 credits. Not offered 2002–2003.]

ANTHR 420 Development of Anthropological Thought (also ANTHR 720) (III)

Fall. 4 credits. Prerequisite: undergraduates must have two prior anthropology courses or permission of instructor. J. Fajans.

An examination of the history and development of anthropological theory and practice. The course focuses on the differences and

continuities among the various national and historical approaches that have come to be regarded as the schools of anthropology.

[ANTHR 453 Visual Anthropology (IV)]

Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) (III)]

Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 459 Archaeology of the Household (also ANTHR 659 and ARKEO 459/659) # (III)]

Fall. 4 credits. Not offered 2002–2003.]

ANTHR 463 Zooarchaeological Method (also ARKEO 463) (III)

Fall. 5 credits. N. Russell.

This is a hands-on laboratory course in zooarchaeological method: the study of animal bones from archaeological sites. It is designed to provide students with a basic grounding in identification of body part and taxon, aging and sexing, pathologies, taphonomy, and human modification. We deal only with mammals larger than squirrels. While we work on animal bones from prehistoric Europe, most of these skills are easily transferable to the fauna of other areas, especially North America. This is an intensive course that emphasizes laboratory skills in a realistic setting. Students analyze an assemblage of actual archaeological bones. It is highly recommended that students also take the course in Zooarchaeological Interpretation (ANTHR/ARKEO 464) offered in the spring.

ANTHR 464 Zooarchaeological Interpretation (also ARKEO 464) (III)

Spring. 4 credits. Permission of instructor only. N. Russell.

This course follows from last semester's Zooarchaeological Method. We shift our emphasis here from basic skills to interpretation, although students continue to work with archaeological bones. We begin by examining topics surrounding the basic interpretation of raw faunal data: sampling, quantification, taphonomy, seasonality. We then explore how to use faunal data to reconstruct subsistence patterns, social structure, and human/animal relations.

[ANTHR 466 Humans and Animals (also ANTHR 666 and ARKEO 466/666) # (III)]

Fall. 4 credits. Not offered 2002–2003.]

[ANTHR 467 Origins of Agriculture (also ARKEO 467) # (III)]

Spring. 4 credits. Not offered 2002–2003.]

ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOEE 474) (I)

Spring. 5 credits. Limited to 16 students.

Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Recommended: permission of instructor by preregistering in E231 Corson. Independent research project required. Lects and labs, T R 10:10–12:05; additional hours TBA. Offered alternate years. K. A. R. Kennedy.

Forensic anthropology within the forensic sciences is covered in a broad survey of laboratory and field methods for students with interest in this applied area of biological anthropology. Emphasis upon human skeletal biology, pathology, age and sex determination, and relevant techniques for the archaeologist and forensic anthropologist.

[ANTHR 480 Anthropology and Globalization (also ANTHRO 680) (III)]

Fall. 4 credits. Not offered 2002-2003.
A. Willford.

This course examines anthropological perspectives on globalization and assesses the cultural, political, and social implications of contemporary global processes. In exploring the factors that are contributing to the production of diasporic consciousness, the intensity and variety of transnational flows of culture, commodities, corporations, and people are considered in order to assess challenges these processes pose to the modern nation-state. Has culture been liberated from the control of the nation-state through the emergence of new cultural networks created by immigration, electronic media, tourism, and multinational corporations and organization? Or, has the acceleration of global processes within the modern world system created new tools of domination within an increasingly stratified global economy? This course addresses these and related questions utilizing both anthropological theories of and ethnographic studies on globalization, ethnicity, diaspora, and nationalism.]

[ANTHR 487 Field Research Abroad @ (III)]

Fall or spring. Credit TBA. Intended for undergraduate students only. Staff.
Field research abroad as part of the Cornell-Nepal Studies Program, the Cornell-Honduras Program, or other departmentally-approved programs. Topics are selected and project proposals prepared by students in consultation with faculty. Fieldwork typically involves extended research (usually four-six weeks) in a foreign setting with faculty supervision, culminating in a major paper or report.

[ANTHR 494 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494) (III)]

Spring. 4 credits. T. Volman.
An exploration of the archaeological record associated with early modern and near-modern humans as well as their non-modern contemporaries, such as the Neanderthals. Major issues include: what behaviors and capabilities are indicated for various populations, and how and why did these change over the course of the later Pleistocene? To what extent does the archaeological record support the "Out-of-Africa" hypothesis of a recent, African origin for all modern humans?

[ANTHR 495 Action Research Practicum]

Fall and spring. 2 credits. Prerequisite: student must be holder of Bartels Action Research Undergraduate Fellowship. Not offered 2002-2003. D. Greenwood.
The Henry E. Bartels Undergraduate Action Research Fellowship Program offers opportunities for Cornell University undergraduate students from all colleges, departments, and majors to engage in action research projects in the local community, including the Ithaca area and the Cornell campus community. This is a two-part course.]

VI. Human History and Archaeology

Archaeology tells the story of human origins, the invention of farming and settled life, the rise of complex social institutions and technologies, and the worldviews of the past,

while also teaching field and laboratory methods for uncovering the human past.

[ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203) # (III)]

Spring. 3 credits. T. Volman.
For course description, see section IA, Introductory Courses.

[ANTHR 215 Stone Age Art (also ARKEO 215) # (III)]

Fall. 3 credits. T. Volman.
For course description, see section IB, Introductory Courses.

[ANTHR 240 Old World Prehistory (also ARKEO 240) # (III)]

Fall. 3 credits. Not offered 2002-2003.]

[ANTHR 242 Early Agriculture @ # (III)]

Spring. 3 credits. N. Russell.
Throughout most of the human career, people survived by hunting and gathering wild foods. The advent of food production is one of the most profound changes in (pre)history. This course examines the current evidence for the appearance and spread of agriculture (plant and animal domestication) around the world. We consider definitions of agriculture and domestication, the conditions under which it arises, the consequences for those who adopt it, and why it has spread over most of the world.

[ANTHR 317 Stone Age Archaeology (also ARKEO 317) (III)]

Fall. 4 credits. T. Volman.
A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.

[ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @ # (III)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 356 Archaeology of the Andes (also ARKEO 356) @ # (III)]

Spring. 4 credits. J. Henderson.
For course description, see section IVC, Understanding Cultures and Societies.

[ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670) (III)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 371 Human Paleontology (also BIOEE 371) # (I)]

Fall. 4 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Lects, M W F 2:30; lab, 1 hour each week, TBA; occasional field trips. Offered alternate years. Not offered 2002-2003. K. A. R. Kennedy.
A broad survey of the fossil evidence for human evolution with special attention to skeletal and dental anatomy, geological contexts, paleoecology, dating methods, archaeological associations, and current theories of human origins and physical diversity.]

[ANTHR 372 Hunters and Gatherers (also ANTHR 672) # @ (III)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 405 Archaeological Research Design (also ANTHR 605 and ARKEO 405/605) (III)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609) (III)]

Fall. 4 credits. Not offered 2002-2003.]

[ANTHR 456 Mesoamerican Religion, Science, and History @ # (III)]

Fall. 4 credits. J. Henderson.
For course description, see section III, Anthropology Major Senior Seminars.

[ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) (III)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 459 Archaeology of the Household (also ANTHR 659 and ARKEO 459/659) # (III)]

Fall. 4 credits. Not offered 2002-2003.]

[ANTHR 463 Zooarchaeological Method (also ARKEO 463) (III)]

Fall. 5 credits. N. Russell.
For course description, see section V, Anthropological Thought and Method.

[ANTHR 464 Zooarchaeological Interpretation (also ARKEO 464) (III)]

Spring. 4 credits. N. Russell.
For course description, see section V, Anthropological Thought and Method.

[ANTHR 466 Humans and Animals (also ANTHR 666 and ARKEO 466/666) # (III)]

Fall. 4 credits. Not offered 2002-2003.]

[ANTHR 467 Origins of Agriculture (also ARKEO 467) # (III)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 469 Gender and Age in Archaeology (also ANTHR 669, ARKEO 469/669) # (III)]

Spring. 4 credits. Not offered 2002-2003. N. Russell.
In recent years, feminist theory has begun to have an impact on archaeological thought. It is now recognized that gender is likely to have been a relevant dimension of social organization in past societies. Some archaeologists are also trying to take into account the differing interests and experiences of children, adults of reproductive age, and the elderly. This course is not limited to any period or geographical area, but ranges widely in examining how feminist theory has been applied to archaeological data and models. We consider whether it is necessary to identify women and men, adults and children in the archaeological record in order to take gender and age into account. We also examine the uses of archaeological data by contemporary feminists.]

[ANTHR 493 Seminar in Archaeology (also ARKEO 493)]

Fall. 4 credits. Not offered 2002-2003.]

[ANTHR 494 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494) (III)]

Spring. 4 credits. T. Volman.
For course description, see section V, Anthropological Thought and Method.

VII. Nature and Culture

Thinking about nature and culture and their interaction is central to contemporary anthropology. The courses in this section present a biological and evolutionary perspective on behavior, focus on the interplay between nature and culture, and discuss the controversies surrounding these relationships between these dimensions of human life.

[ANTHR 208 The Evolution of Human Mating (III)]
Spring. 4 credits. Not offered 2002–2003.]

ANTHR 211 Nature and Culture @ (III)
Spring. 4 credits. S. Sangren.
For course description, see section IA, Introductory Courses.

ANTHR 242 Early Agriculture @ # (III)
Spring. 3 credits. N. Russell.
For course description, see section VI, Human History and Archaeology.

ANTHR 344 Male and Female in Chinese Culture and Society (also WOMNS 344) @ (III)
Fall. 4 credits. S. Sangren.

For course description, see section IVC, Understanding Cultures and Societies.

[ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670) (III)]
Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 371 Human Paleontology (also BIOEE 371) # (I)]
Fall. 4 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Lecs, M W F 2:30; lab, 1 hour each week TBA; occasional field trips. Offered alternate years. Not offered 2002–2003. K. A. R. Kennedy.
For course description, see section VI, Human History and Archaeology.]

[ANTHR 372 Hunters and Gatherers (also ANTHR 672) # @ (III)]
Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 375 Evolutionary Theory and Human Behavior (also ANTHR 675) (III)]
Spring. 4 credits. Not offered 2002–2003.]

ANTHR 390 Primate Behavior and Ecology (I Supplementary List)
Spring. 4 credits. Prerequisite: ANTHR 101 or permission of instructor. M. Small.
The course investigates all aspects of non-human primate life. Based on the fundamentals of evolutionary theory, group and inter-individual behaviors are presented. In addition, an understanding of group structure and breeding systems is reached through an evaluation of ecological constraints imposed on primates in different habitats. Subjects include: primate taxonomy, diet and foraging, predation, cooperation and competition, social ontogeny, kinship, and mating strategies.

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609) (III)]
Fall. 4 credits. Not offered 2002–2003.]

[ANTHR 422 Anthropology and Environment @ (III)]
Fall. 4 credits. Limited to 15 students.
Prerequisite: anthropology major or permission of instructor. Not offered 2002–2003. D. Holmberg.]

ANTHR 490 Topics in Biological Anthropology

Spring. 4 credits. M. Small.
For course description, see section III, Anthropology Major Senior Seminars.

Relevant courses in other departments

BIOPL 247 Ethnobiology
Fall. 3 credits. D. M. Bates.

BIOPL 348 The Healing Forest
Spring (2004). 2 credits. D. M. Bates, E. Rodriguez.

MUSIC 104 Introduction to World Music II: Asia
Fall. 3 credits. M. Hatch.

MUSIC 245 Introduction to Indonesia Through Its Arts
Fall and spring. 3 credits. Permission of instructor required. M. Hatch.

NS/HD/BSoc 347 Human Growth and Development: Biological and Social Interactions
Spring. 3 credits. J. Haas, S. Robertson.

VIII. Graduate Seminars

The graduate program in anthropology is described in much greater detail in the Graduate Program brochure which is available through the Director of Graduate Studies. This document is also found on the anthropology department web page at falcon.arts.comell.edu/~anthro/. The seminars described immediately below pertain to the program in socio-cultural anthropology. For information about graduate study in archaeology and biological anthropology, see the anthropology department web page.

A core set of seminars is required of all graduate students in socio-cultural anthropology: ANTHR 600 and 601. ANTHR 603 is strongly recommended. These courses are open to graduate students from other related fields. This sequence, and the graduate curriculum in general, is premised on the idea that anthropology is best defined as the comparative study of human social life. This definition resists institutional pressures in the academy to distinguish social science from humanistic or cultural studies and scholarly from more worldly applications. Our most important method, ethnography, is at once scientific and humanistic; disciplinary aspirations refuse to view cultural interpretation and analytic explanation as separable values. Furthermore, theory in anthropology is directly related to practice in the world whether in relation to research or more action-oriented pursuits. Consequently, the core sequences as well as most other courses for graduate students are oriented explicitly toward subverting an ideological construction of social life as separable into cultural and social (or political-economic) domains.

ANTHR 600 Proseminar: Culture and Symbol

Fall. 6 credits. A. Willford.
This course focuses on an appreciation of symbolic, expressive, and representational forms and processes both as producers and products of social activities. Through the study of symbolic anthropology, structuralism, exchange, myth and ritual, religion, gender, personhood, linguistics, semiology, etc., we investigate how identity and meaning are linked to the practical exigencies of social life.

While emphasizing aspects of the discipline generally associated with cultural anthropology, the course endeavors to set the stage for a dialectical understanding of social, political, economic, and symbolic activities as interrelated phenomena. The works of de Saussure, Levi-Strauss, Dumont, Geertz, Victor Turner, Sahlins, among others, as well as contemporary theories are given careful attention.

ANTHR 601 Proseminar: Social Organization

Spring. 6 credits. S. Sangren.
This course focuses on linkages between culture and social institutions, representations and practices. The nature of these linkages is debated from strongly contesting points of view in social theory (structuralist, poststructuralist, utilitarian, hermeneutic, Marxist). Unlike debates in critical theory where the form of contestation has been mainly philosophical, in anthropology, these issues have developed in ethnographic analyses. The course briefly surveys kinship theory and economic anthropology with a focus on implications for general issues in social theory. Discussion of attempts to develop dialectical syntheses around the motion of "practice" follows. The issues addressed in this section carry over into the next, colonialism and post-colonialism, in which poststructuralist readings of history are counterposed to Marxist ones. Finally, Lacanian and Marxist visions of ideology as they relate to anthropological theory and ethnographic analysis are examined with particular emphasis on the cultural and social production of persons.

[ANTHR 602 The Practices of Anthropology]

Fall. 4 credits. Not offered 2002–2003.]

ANTHR 603 The Craft of Anthropology (also ANTHRO 403)

Fall. 4 credits. V. Santiago-Irizarry.
For course description, see section V, Anthropological Thought and Method.

[ANTHR 604 Praxis and Culture]

Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 605 Archaeological Research Design (also ANTHR 405 and ARKEO 405/605)]

Spring. 4 credits. Not offered 2002–2003.]

ANTHR 606 Professional Ethics for Anthropologists

Spring. 4 credits. Non-anthropology grads with consent of instructor. T. Turner.
Anthropological involvement in human rights, cultural, ethnic and indigenous activism, multiculturalism, cultural and political nationalism. Individual and collective ethical responsibilities, the latter involving the Professional Association and its standing committees on ethics and human rights. Rights and protection of informants. Case studies of ethical controversies and human rights cases. Problems of working with governments, development banks, and non-governmental organizations.

[ANTHR 609 Approaches to Archaeology (also ANTHR 409 and ARKEO 409/609)]

Fall. 4 credits. Not offered 2002–2003.]

[ANTHR 610 Language and Myth]

Fall. 4 credits. Not offered 2002–2003.]

[ANTHR 614 Reading in the Ethnographic Tradition (1880-1960)]

Spring. 4 credits. Not offered 2002-2003.
D. Holmberg.

This seminar examines the development of the monographic tradition within American cultural anthropology and British social anthropology. We read "classic" ethnographic texts beginning with Cushing's writings in the late nineteenth century, following with works by anthropologists such as Rivers, Boas, Radcliffe-Brown, Malinowski, Firth, Mead, Bateson, Radin, Redfield, Srinivas, Evans-Pritchard, and Leach. We also read some of the more recent literature assessing ethnographic practice and writing. This seminar alternates from year to year with ANTHR 615.]

[ANTHR 615 Reading Contemporary Ethnographies (1960-1990)]

Fall. 4 credits. Not offered 2002-2003.]

ANTHR 616 Cultural Production of the Person

Spring. 4 credits. J. Fajans.

The course addresses the interdisciplinary nature of the relations between the person and both culture and society. Focusing on the integration of theories of the actor with models of cultural forms and social interaction, the aim is to develop an understanding of the processes and activities that simultaneously produce the cultural subject, the culture, and the society.

ANTHR 621 Sex and Gender in Cross-Cultural Perspective (also ANTHR 321 and WOMNS 321/631)

Fall. 4 credits. Prerequisite: concurrent attendance in the lectures and films of ANTHR/WOMNS 321 and permission of instructor. K. March.

For course description, see ANTHR 321, section IVA, Understanding Cultures and Societies.

ANTHR 624 Ethnoracial Identity in Anthropology, Language, and Law (also LSP 624)

Spring. 4 credits. V. Santiago-Irizarry.

For course description, see section IVA, Understanding Cultures and Societies.

ANTHR 628 Social Forms of Violence in Anthropological Perspective

Fall. 4 credits. J. Siegel.

The seminar treats war, the feud, and witchcraft with the aim of framing questions in ways amenable to anthropological analysis. We ask why death so frequently prompts sentiments of vengeance; we consider witchcraft, asking about its relation to the uncanny and we attempt to reread Evans-Pritchard and others in the light of current theories of violence. We also consider colonial war and the jihad.

[ANTHR 629 Chinese Ethnology]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 632 Andean Symbolism]

Spring. 4 credits. Not offered 2002-2003.]

ANTHR 635 Southeast Asia: Readings in Special Problems

Fall or spring. Credit TBA. Staff.

Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

[ANTHR 640 Problems in Himalayan Studies]

Fall, spring. 4 credits. Not offered 2002-2003. D. Holmberg.

This working seminar is for students who have research interests in the Nepal Himalayas and related regions. Topics vary but include: nationalism, caste, and ethnicity, including indigenous people's movements and the Dalit movement; land tenure; gender; modern politics, including the people's movement and Maoism; Nepal and the world, including tourism, development, ritual practice, and globalization.]

ANTHR 641 South Asia: Readings in Special Problems

Fall or spring. Credit TBA. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

ANTHR 642 Violence, Symbolic Violence, Terror and Trauma in South Asia and the Himalayas (also ANTHR 442)

Spring. 4 credits. D. Holmberg.

For course description, see section IVA, Understanding Cultures and Societies.

ANTHR 644 Research Design

Spring. 4 credits. Staff.

This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include: identifying appropriate funding sources; defining a researchable problem; selecting and justifying a particular fieldwork site; situating the ethnographic case within appropriate theoretical contexts; selecting and justifying appropriate research methodologies; developing a feasible timetable for field research; ethical considerations and human subjects protection procedures; and preparing appropriate budgets. This is a writing seminar; students complete a proposal suitable for submission to a major funding agency in the social sciences.

ANTHR 646 The Kayapo of Brazil (also ANTHR 346)

Spring. 4 credits. T. Turner.

For course description, see section IVC, Understanding Cultures and Societies.

ANTHR 652 Evidence: Ethnography and Historical Method

Fall. 4 credits. H. Miyazaki.

Is anthropologists' recent turn to history destiny, as Evans-Pritchard once said? Or is it simply a temporary oscillation from an emphasis on systematization to an emphasis on process? Are there any potentially productive incommensurabilities between ethnography and history as two distinct forms of knowledge production? In this seminar, we will explore these questions by examining the uses of archival records as evidence in the two disciplines. We will read some of the most well-known texts in historical anthropology and anthropological history side by side with some influential reflection on the uses of evidence in history and a wide range of recent studies of evidential practices in various sites of knowledge production such as archives, court rooms, and laboratories. The ultimate purpose of the seminar is to carve out a space for a new kind of ethnographic engagement with historical method. Graduate students from programs of study other than anthropology are welcome.

ANTHR 655 East Asia: Readings in Special Problems

Fall or spring. Credit TBA. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

ANTHR 656 Maya History (also ARKEO 656)

Spring. 4 credits. J. Henderson.

An exploration of Maya understandings of their own history, drawing on ethnographic, historical, and archaeological sources. Analysis of hieroglyphic inscriptions from ancient Maya cities is a major focus.

[ANTHR 658 Archaeological Analysis (also ANTHR 458 and ARKEO 458/658)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 659 Archaeology of the Household (also ANTHR 459 and ARKEO 459/659)]

Fall. 4 credits. Not offered 2002-2003.]

[ANTHR 660 Language, Ideologies and Practices (also LSP 660)]

Spring. 4 credits. Not offered 2002-2003.]

[ANTHR 662 Democratizing Research: Participation, Action, and Research (also ANTHR 362)]

Fall. 4 credits. Not offered 2002-2003.

D. J. Greenwood.

For description, see ANTHR 362, Section V, Anthropological Thought and Method.]

[ANTHR 663 Action Research]

Spring. 4 credits. Not offered 2002-2003.

D. Greenwood.

This seminar is a practicum in action research (AR) in which the semester becomes a self-managing learning environment for the exploration of the techniques and group processes involved in AR, including co-generative learning, searching, and AR facilitation. Participation in a seminar-centered LISTSERV on the Internet is expected.]

[ANTHR 665 Topics in Native American Societies and Cultures (also AIS 665)]

Spring. 4 credits. Not offered 2002-2003.

B. Lambert.

This seminar is intended for undergraduate and graduate students in any field who are prepared to undertake independent research in American Indian Studies. I am particularly interested in how materials from Native American cultures can be used to help solve problems of general anthropological significance and in the contributions Native Americans have made to anthropological and sociological knowledge as teachers and researchers. However, students are encouraged to pursue their own interests and are expected to discuss work in progress with other members of the seminar. A reading list is developed to provide a shared background for discussions.]

[ANTHR 666 Humans and Animals (also ANTHR 466 and ARKEO 466/666)]

Fall. 4 credits. Not offered 2002-2003.]

[ANTHR 667 Contemporary Archaeological Theory (also ARKEO 667)]

Spring. 4 credits. Prerequisite: undergraduates with permission of instructor only. Not offered 2002-2003. N. Russell.

This course surveys recent developments and current debates in archaeological theory. This includes the processual/postprocessual debate and contrasts between scientific and humanistic approaches more generally, as well as other approaches (Marxist, feminist, etc.). We also discuss ethical concerns and engagements with groups outside archaeology with interests in the past.]

[ANTHR 668 Marx: An Overview of His Thought (also ANTHR 368)]

Spring. 4 credits. Not offered 2002–2003.
T. Turner.

For course description, see section V, Anthropological Thought and Method.]

[ANTHR 669 Gender and Age in Archaeology (also ANTHR 469 and ARKEO 469/669)]

Spring. 4 credits. Not offered 2002–2003.
N. Russell.

For course description, see section VI, Human History and Archaeology.]

[ANTHR 670 Environmental Archaeology (also ANTHR 370 and ARKEO 370/670)]

Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 671 Palaeoanthropology of South Asia (also BIOEE 671 and ASIAN 620)]

Fall. 3 credits. Not offered 2002–2003.]

[ANTHR 672 Hunters and Gatherers (also ANTHR 372)]

Spring. 4 credits. Not offered 2002–2003.]

ANTHR 673 Human Evolution: Concepts, History, and Theory (also BIOEE 673)

Fall. 3 credits. Prerequisite: one year of introductory biology, ANTHR 101, or permission of instructor. Lec, M 2:30; sem and disc, W 7:30–9:30 p.m. Offered alternate years. K. A. R. Kennedy.

A survey of the historical background of present-day concepts of human evolutionary variations and adaptations in space and time. The formation of biological anthropology as an area of scientific inquiry within the social and biological sciences is reviewed. Students select their own topics within a broad range of readings in the history of Western concepts of human origins, diversity, and place in nature.

ANTHR 677 The Anthropology of Global Turbulence

Fall. 4 credits. J. Rigi.

The aim of the course is to provide comparative analytical and ethnographic insights on global turbulence, conflicts, violence, and the survival of the dispossessed. The effects of global economic turbulence, the emergence and forms of shadow states, practices of corruption, wars and violence, discourses of human rights, and media representations of global turbulence will be some of the key issues explored. The first half of the course addresses the acute economic and political conditions which have contributed to the present global resurgence of conflicts and violence. Particular attention is paid to various global economic recessions, the corruption of state institutions, and the global rise of poverty. The second on specific wars and conflicts, their consequences in terms of forced displacement, the discourses of human rights and humanitarian intervention, and media representations of war and conflicts. The course concludes (week 12) with a critical reflection on the current global processes which contribute to war and conflict.

ANTHR 679 Technocracy: Anthropological Approaches

Spring. 4 credits. A. Riles.

In recent years, anthropologists have begun to turn their attention to the character of bureaucratic and technical knowledge at play in diverse contexts, from indigenous activist organizations to scientific laboratories and even the academy. This new turn has brought anthropologists into renewed debate with scholars in science and technology studies, sociology, law, cultural studies, and architecture. Topics of concern to anthropologists include the relationship between aesthetics and politics in the practices of technocracy, the forms of agency that produce and are produced by the technocratic, the temporality of bureaucratic practices, and the nature of innovation. There are methodological questions as well: How should such practices be studied ethnographically? What kinds of interpretive frames should anthropologists deploy where categories such as “the social” or “culture, or oppositions of global to local, or symbolic to material seem already displaced by the subjects of study? What is the relationship of anthropological understanding to critique? This seminar aims to explore these themes as they present themselves in contemporary ethnographic work.

[ANTHR 680 Anthropology and Globalization (also ANTHR 480)]

Fall. 4 credits. Not offered 2002–2003.
A. Willford.

For course description, see section V, Anthropological Thought and Method.]

[ANTHR 682 Perspectives on the Nation (also AAS 682)]

Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 690 Ritual and Myth: Structure, Process, Practice]

Spring. 4 credits. Not offered 2002–2003.]

[ANTHR 691 Filming Other Cultures (also ANTHR 291 and THETR 291/691)]

Spring. 4 credits. Fee for film screening and maintenance, \$35. Graduate students who register in this course attend the meetings of 291. In addition, they write in-depth studies of one or more films in consultation with the instructor. Not offered 2002–2003. Staff.

For course description, see section IVB, Anthropological Thought and Method.]

[ANTHR 699 Current Fields in Biological Anthropology]

Fall. 4 credits. Not offered 2002–2003.]

ANTHR 701 Independent Study: Grad I

Fall or spring. Credit TBA. Intended for graduate students only. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

ANTHR 702 Independent Study: Grad II

Fall or spring. Credit TBA. Intended for graduate students only. Staff.

For course description, see ANTHR 701, section VIII, Graduate Seminars.

ANTHR 703 Independent Study: Grad III

Fall or spring. Credit TBA. Intended for graduate students only. Staff.

For course description, see ANTHR 701, section VIII, Graduate Seminars.

ANTHR 720 Development of Anthropological Thought (also ANTHR 420)

Fall. 4 credits. J. Fajans.

For course description, see section V, Anthropological Thought and Method.

[ANTHR 739 Peoples and Cultures of the Himalayas (also ANTHR 339)]

Spring. 4 credits. Not offered 2002–2003.
K. March.

For course description, see section IVC, Understanding Cultures and Societies.]

ARABIC AND ARAMAIC

See under Department of Near Eastern Studies.

ARCHAEOLOGY

S. Baugher (landscape architecture), R. G. Calkins (history of art), K. M. Clinton, director of graduate studies, (classics), J. E. Coleman (classics), D. Evett (Language House Program), R. T. Farrell (English), K. L. Gleason (landscape architecture), J. S. Henderson (anthropology) chair, K. A. R. Kennedy (ecology and systematics), P. I. Kuniholm (history of art), director of undergraduate studies, D. I. Owen (Near Eastern studies), J. R. Piggott (history), A. Ramage (history of art), N. Russell (anthropology), B. S. Strauss (history), M. A. Tomlan (city and regional planning), T. P. Volman (anthropology), Jeffrey R. Zorn (near eastern studies).

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major and a masters' degree. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

The Major

Prospective majors must complete Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This course will not be counted toward the major requirements.

Because the major draws on the teaching and research interests of faculty from many departments to present a broad view of the archaeological process, interested students should discuss their course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

Once admitted to the major, students must take at least 32 additional credits from the courses listed below, or from related fields selected in consultation with a major adviser of their choosing. The courses chosen should provide exposure to a broad range of cultures known through archaeology and the methods of uncovering and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of the following categories: B. Anthropological Archaeology; C. Classical, Near Eastern, and Medieval Archaeology; and D. Methodology and Technology.

Either ARKEO 481 or ARKEO 482 (Honors Thesis, fall and spring) can count toward the major, but not both. In addition to ARKEO 481 or 482, only four credits of ARKEO 300 (Individual Study) or other supervised study can count towards the major.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended that majors who are planning to pursue graduate studies in archaeology take at least two of the basic courses in each category. Further courses in languages and geology are also recommended.

Honors. Honors in archaeology are awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have at least a 3.5 grade point average in the major and a 3.0 grade point overall. They should consult with the director of undergraduate studies before the beginning of the senior year. The honors essay is normally prepared over two semesters in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 481 (fall) or Archaeology 482 (spring) for this purpose.

Fieldwork. Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

The Concentration

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete five courses, all with a grade of C or better. The five courses must consist of either (1) Archaeology 100 and four other courses from categories B-D (described above), at least three of which must be basic courses, or (2) five courses from categories B-D, at least four of which must be basic courses. Concentrators are encouraged to gain some fieldwork experience. They are eligible for Hirsch Scholarships in support of fieldwork on the same basis as majors.

First-Year Writing Seminars

For course descriptions, see the first-year writing seminar brochure.

A. Introductory Courses and Independent Study Courses

ARKEO 100 Introduction to Archaeology (also ANTHR 100) # @ (III or IV)

Fall. 3 credits. Basic. J. Henderson.

A broad introduction to archaeology: the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both Archaeology and Anthropology undergraduate majors.

[ARKEO 201 Lost Tribes and Sunken Continents (also ANTHR 201) @

Summer only. 3 credits. Not offered 2002-2003. D. Evett.

An examination of popular theories about past highlights, differences among them, and the kinds of explanations offered by archaeologists. Emphasis is on the ways archaeologists interpret the past. Case studies include Atlantis, Stonehenge, Egyptian and Mexican pyramids, and the history of contacts between the Old World and the Americas.]

[ARKEO 266 Jerusalem Through the Ages (also NES 266, JWST 266, RELST 266) # @ (III)

Fall. 3 credits. Not offered 2002-2003. J. Zorn.]

ARKEO 300 Individual Study in Archaeology and Related Fields

Fall and spring. Credit TBA. Prerequisite: ARKEO 100 or permission of instructor. Students pursue topics of particular interest with the guidance of a faculty member.

ARKEO 481-482 Honors Thesis

481, fall; 482, spring. 4 (V) credits. S-U only. Prerequisite: admission to Honors Program. The student, under faculty direction, prepares a senior thesis.

ARKEO 600 Special Topics in Archaeology

Fall and spring. 4 (V) credits. Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

ARKEO 681-682 Master's Thesis

681, fall; 682, spring. 4 (V) credits. S-U only. Limited to students admitted to Master's Program in Archaeology. Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

B. Anthropological Archaeology

[ARKEO 202 Interpretive Archaeology (also ANTHR 202) (III)

Fall. 3 credits. Limited to 50 students. Not offered 2002-2003. T. P. Volman. For description, see ANTHR 202.]

ARKEO 203 Early People: The Archaeological and Fossil Record (also ANTHR 203) # (III)

Spring. 3 credits. T. P. Volman. A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretation will be stressed. Demonstrations and films supplement the lecture.

[ARKEO 204 Ancient Civilizations (also ANTHR 204) @ # (III)

Fall. 3 (4) V credits. Not offered 2002-2003. J. S. Henderson.]

ARKEO 215 Stone Age Art (also ANTHR 215) # (III)

Fall. 3 credits. T. P. Volman. For description, see ANTHR 215.

ARKEO 242 Early Agriculture (also ANTHR 242) # @ (III)

Spring. 3 credits. N. Russell. Throughout most of the human career, people survived by hunting and gathering wild foods. The advent of food production is one of the most profound changes in (pre)history. This course examines the current evidence for the

appearance and spread of agriculture (plant and animal domestication) around the world. We consider definitions of agriculture and domestication, the conditions under which it arises, the consequences for those who adopt it, and why it has spread over most of the world.

ARKEO 255 Great Empires of the Andes (also ANTHR 255) @ # (III)

Summer only. 3 credits. M. Malpass. The Andes region of South America, stretching from northern Colombia to Tierra del Fuego, saw the rise and fall of some of the world's most spectacular societies, from the Moche of the north Peruvian coast to the Incas. Not only were the cultures of this area highly developed, but many of the technologies—metallurgy, textiles, ceramics, and stonemasonry, to name just four—were unusually sophisticated. The Andean region saw the indigenous domestication of plants and animals as well as the rise of state-level societies. This course introduces students to the cultural developments of this fascinating area, from the earliest times to the fall of the Incas in AD 1543.

ARKEO 317 Stone Age Archaeology (also ANTHR 317) (III)

Fall. 4 credits. T. P. Volman.

[ARKEO 355 Ancient Mexico and Central America (also ANTHR 355) @ # (III)

Spring. 4 credits. Basic. Not offered 2002-2003. J. Henderson. For description, see ANTHR 355.]

ARKEO 356 Archaeology of the Andes (also ANTHR 356) # @ (III)

Spring. 4 credits. J. Henderson. A survey of the rise and decline of civilizations in the Andean region of western South America before the European invasion. Key topics include the use of invasion-period and ethnographic information to interpret precolumbian societies, the emergence of settled farming life, and the development of the state.

[ARKEO 409 Approaches to Archaeology (also ARKEO 609 and ANTHR 409/609) (III)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. Staff. For description, see ANTHR 409.]

[ARKEO 459 Archaeology of the Household (also ARKEO 659 and ANTHR 459/659) (III)

Fall. 4 credits. Not offered 2002-2003. J. Henderson and N. Russell. For description, see ANTHR 459.]

[ARKEO 466 Humans and Animals (also ARKEO 666 and ANTHR 466/666) # (III)

Fall. 4 credits. Not offered 2002-2003. N. Russell. For description, see ANTHR 466.]

[ARKEO 469 Gender and Age in Archaeology (also ARKEO 669 and ANTHR 469/669) # (III)

Spring. 4 credits. Not offered 2002-2003. N. Russell. For description, see ANTHR 469.]

[ARKEO 493 Seminar in Archaeology (also ANTHR 493)

Fall. 4 credits. Not offered 2002-2003.]

ARKEO 494 Seminar In Archaeology: The Archaeology of Human Origins (also ANTHR 494) (III)

Spring. 4 credits. T. P. Volman.
An exploration of the archaeological record associated with early modern and near-modern humans as well as their non-modern contemporaries, such as the Neanderthals. Major issues include: what behaviors and capabilities are indicated for various populations, and how and why did these change over the course of the later Pleistocene? To what extent does the archaeological record support the "Out-of-Africa" hypothesis of a recent, African origin for all modern humans?

[ARKEO 609 Approaches to Archaeology (also ARKEO 409 and ANTHR 409/609)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
N. Russell.
For description, see ANTHR 409.]

[ARKEO 659 Archaeology of the Household (also ARKEO 459 and ANTHR 459/659)

Fall. 4 credits. Not offered 2002–2003.
J. Henderson and N. Russell.
For description, see ANTHR 459.]

[ARKEO 666 Humans and Animals (also ARKEO 466 and ANTHR 466/666)

Fall. 4 credits. Not offered 2002–2003.
N. Russell.
For description, see ANTHR 466.]

[ARKEO 667 Contemporary Archaeological Theory (also ANTHR 667)

Spring. 4 credits. Prerequisite: undergraduates by permission of instructor. Limited to 14 students. Not offered 2002–2003.
N. Russell.
For description, see ANTHR 667.]

[ARKEO 669 Gender and Age in Archaeology (also ARKEO 469 and ANTHR 469/669)

Spring. 4 credits. Not offered 2002–2003.
N. Russell.
For description, see ANTHR 469.]

ANTHR 456 Mesoamerican Religion, Science, and History @ # (III)

Fall. 4 credits. J. Henderson.
An introduction to belief systems in ancient Mexico and Central America, emphasizing the blending of religion, astrology, myth, history, and prophecy. Interpreting text and image in pre-Columbian books and inscriptions is a major focus.

ARKEO 656 Maya History (also ANTHR 656)

Spring. 4 credits. J. Henderson.
An exploration of Maya understandings of their own history, drawing on ethnographic, historical, and archaeological sources. Analysis of hieroglyphic inscriptions from ancient Maya cities is a major focus.

[LA 260 Preindustrial Cities and Towns of North America (also CRP 260)

Fall. 3 credits. Not offered 2002–2003.
S. Baugher.
For description, see LA 260.]

C. Classical, Near Eastern, and Medieval Archaeology

ARKEO 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ART H 221) # (IV)

3 credits. J. Coleman.
For description, see CLASS 221.

[ARKEO 232 Archaeology in Action I (also ART H 224 and CLASS 232) # (IV)

Fall. 3 credits. Not offered 2002–2003.
P. I. Kuniholm. For description see ARKEO 233.]

[ARKEO 233 Archaeology in Action II (also ART H 225 and CLASS 233) # (IV)

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
P. I. Kuniholm.

Objects from the Classical, Hellenistic, and Roman periods are "dug" out of Cornell basements, identified, cleaned, restored, catalogued, and photographed and are considered in their appropriate historic, artistic, and cultural contexts.]

[ARKEO 240 Old World Prehistory (also ANTHR 240) # (III)

Fall. 3 credits. Not offered 2002–2003.
N. Russell.
For description, see ANTHR 240.]

ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, and RELST 264) @ # (III)

Spring. 3 credits. J. Zorn.
For description, see NES 263.]

ARKEO 268 Ancient Egyptian Civilization (also NES 268 and JWST 268) @ # (III or IV)

Spring. 3 credits. G. Kadish.
For description, see NES 268.]

[ARKEO 275 Ancient Seafaring (also JWST 261 and NES 261) @ # (III)

3 credits. Not offered 2002–2003.
D. I. Owen.
For description, see NES 261.]

[ARKEO 321 Mycenae and Homer (also CLASS 321 and ART H 321) # (IV)

Fall. 4 credits. Prerequisite: at least 1 previous course in Archaeology, Classics, or History of Art. Not offered 2002–2003.
J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric *Iliad* and *Odyssey*. Topics include Mycenaean architecture, burial customs, kinship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); and the nature of the Homeric poems and their value as historical sources.]

[ARKEO 360–361 Origins of Mesopotamian Civilization (also NES 360–361) @ # (III or IV)

360, fall; 361, spring. 4 credits. Not offered 2002–2003. D. Owen.
For description, see NES 360–361.]

[ARKEO 366 The History and Archaeology of the Ancient Near East (also JWST 366 and NES 366) @ # (III or IV)

Fall. 4 credits. Not offered 2002–2003.
D. I. Owen.
For description, see NES 366.]

[ARKEO 380 Introduction to the Arts of China (also ART H 380) @ # (IV)

Fall. 4 credits. Not offered 2002–2003.
A. Pan.
For description, see ART H 380.]

ARKEO 417 Early Medieval Archaeology and Literature (also ARKEO 617, ENGL 417 and 617) # (IV)

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 15 students. This course may be used as one of the three pre-1800 courses required of English majors. R. T. Farrell.
For description, see ENGL 417.]

[ARKEO 425 Seminar on the Bronze Age Architecture of Asia Minor (also ART H 425 and CLASS 430) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
P. I. Kuniholm.]

This course covers major architectural building programs from Neolithic Catal Huyuk, Beycesultan, to the final phases of Troy and Hittite Bogazkoy. The art and archaeology of these civilizations is taken into account when relevant. Reading knowledge of German useful.]

[ARKEO 432 Sardis and the Cities of Asia Minor (ART H 424 and CLASS 432) # (IV)

4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
A. Ramage.]

[ARKEO 434 The Rise of Classical Greece (also ART H 434 and CLASS 434) # (IV)

Spring. 4 credits. Recommended: CLASS 220 or 221 or ART H 220 or 221, or permission of instructor. Not offered 2002–2003. P. I. Kuniholm.

The art and archaeology of the Greek dark ages. Topics include: site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.]

[ARKEO 435 Seminar on Roman Art and Archaeology (also CLASS 435 and ART H 427) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
A. Ramage.
For description, see ART H 427.]

ARKEO 520 Seminar in Classical Archaeology (also ART H 520 and CLASS 630)

Spring. 4 credits. P. Kuniholm.
Seminar on Greek Archaeology.]

[ARKEO 617 Early Medieval Archaeology and Literature (also ARKEO 417, ENGL 417 and 617)

Fall. 4 credits. Not offered 2002–2003.
R. T. Farrell.
For description, see ENGL 417.]

[ARKEO 629 The Prehistoric Aegean (also CLASS 629)]

4 credits. For graduate students and advanced undergraduates with permission of instructor. Not offered 2002-2003.

J. E. Coleman.

For description, see CLASS 629.]

CLASS 220 Introduction to Art History: The Classical World (also ART H 220)

Fall. 4 credits. J. Coleman.

For description, see CLASS 220.

CLASS 240 Greek Art and Archaeology # (IV)

Spring. 3 credits. J. Coleman.

Introduction to the material culture of Greece from the Early Iron Age to the coming of the Romans (ca. 1000 BC to 31 BC). The course focuses not only on famous monuments such as the Parthenon, but also on the evidence for daily life and for contact with other civilizations of the Mediterranean. A critical attitude is encouraged toward the interpretation of archaeological remains and toward contemporary uses (and misuses) of the past.

CLASS 319 Art in the Daily Life of Greece and Rome (also ART H 319)

Spring. 4 credits. A. Ramage.

For description, see ART H 319.

[CLASS 322 Greeks and Barbarians (also ART H 328)]

Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2002-2003. J. Coleman.

For description, see CLASS 322.]

[CLASS 329 Greek Sculpture (also ART H 329)]

4 credits. Not offered 2002-2003.

J. E. Coleman.

For description, see CLASS 329.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333)]

Fall. 4 credits. A previous course in Classics (civilization or language) or RELST 101 is recommended. Not offered 2002-2003. K. Clinton.

For description, see CLASS 333.]

ART H 322 Arts of the Roman Empire (also CLASS 350)

Fall. 4 credits. A. Ramage.

For description, see ART H 322.

[ART H 325 Greek Vase Painting (also CLASS 325)]

Fall 4 credits. Not offered 2002-2003.

A. Ramage.

For description, see ART H 325.]

ART H 327 Greek and Roman Coins (also CLASS 327)

Fall. 4 credits. A. Ramage.

For description, see ART H 327.

LA 292 Creating a Second Nature

Spring. 3 credits. Prerequisites: none.

ANTHR 100, ARKEO 100, or CLASS/ART H 220 recommended. Offered alternate years.

K. Gleason.

For description, see LA 292.

[LA 545 The Parks and Fora of Imperial Rome]

Spring. 3 credits. Prerequisites: advanced standing in a design field, classics or history of art, or by permission of the instructor.

Not offered 2002-2003. K. Gleason.

For description, see LA 545.]

D. Methodology and Technology**[ARKEO 256 Practical Archaeology (also CLASS 256) (IV)]**

Spring. 3 credits. Not offered 2002-2003.

J. Coleman.

For description, see CLASS 256.]

[ARKEO 262 Laboratory in Landscape Archaeology (also LA 262)]

Fall. 3 credits. Not offered 2002-2003.

S. Baugher.

For description, see LA 262.]

ARKEO 285 Art, Archaeology, and Analysis (also ENGR 185, EAS 200, MS&E 285, ART H 200, and PHYS 200) (I or IV)

Spring. 3 credits. Does not meet liberal studies distribution requirements. Staff.

For description, see EAS 200.

ARKEO 309 Dendrochronology of the Aegean (also ART H 309 and CLASS 309) # (IV)

Fall and spring. 4 credits. Limited to 10 students. Letter only. Prerequisite:

permission of instructor. P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in the Aegean.

ARKEO 317 Stone Age Archaeology (also ANTHR 317)

Fall. 4 credits. T. Volman.

A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.

[ARKEO 370 Environmental Archaeology (also ARKEO 670 and ANTHR 370 and 670) (III)]

Spring. 4 credits. Prerequisite: 2 previous courses in archaeology or permission of instructor. Not offered 2002-2003.

T. P. Volman.

For description, see ANTHR 370.]

[ARKEO 402 Designing Archaeological Exhibits (also ARKEO 602)]

Spring. Variable (letter grade only). Not offered 2002-2003. S. Baugher.

Presenting archaeology to the public has become an educational goal for many professional archaeological societies and museums. Class discussions will focus on the theories and techniques of exhibit design. To evaluate different academic approaches to exhibiting objects, the class will visit art and historical museums. Students then design and install an archaeological exhibit using artifacts that have been catalogued in an archaeology laboratory course, ARKEO 262. These artifacts are from archaeological excavations completed in an archaeology field methods class, ARKEO 261.]

[ARKEO 405 Archaeological Research Design (also ARKEO 605 and ANTHRO 405/605) (III)]

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2002-2003. J. S. Henderson, T. P. Volman.

For description, see ANTHR 405.]

ARKEO 423 Ceramics (also ART H 423 and CLASS 423) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. A. Ramage.

For description, see ART H 423.

[ARKEO 458 Archaeological Analysis (also ARKEO 658 and ANTHR 458/658) (III)]

Spring. 4 credits. Prerequisite: 1 course in archaeology or permission of instructor.

Enrollment limited to 15 students. Not offered 2002-2003. J. S. Henderson.

For description, see ANTHR 458.]

ARKEO 463 Zooarchaeological Method (also ANTHR 463) (III)

Fall. 5 credits. N. Russell.

This is a hands-on laboratory course in zooarchaeological method: the study of animal bones from archaeological sites. It is designed to provide students with a basic grounding in identification of body part and taxon, aging and sexing, pathologies, taphonomy, and human modification. We deal only with mammals larger than squirrels. While we work on animal bones from prehistoric Europe, most of these skills are easily transferable to the fauna of other areas, especially North America. This is an intensive course that emphasizes laboratory skills in a realistic setting. Students analyze an assemblage of actual archaeological bones. It is highly recommended that students also take the course in Zooarchaeological Interpretation (ARKEO/ANTHR 464) offered in the spring.

ARKEO 464 Zooarchaeological Interpretation (also ANTHR 464) (III)

Spring. 4 credits. Prerequisite: ARKEO/ANTHR 463. Permission of instructor only.

N. Russell.

This course follows from last semester's Zooarchaeological Method. We shift our emphasis here from basic skills to interpretation, although students continue to work with archaeological bones. We begin by examining topics surrounding the basic interpretation of raw faunal data: sampling, quantification, taphonomy, seasonality. We then explore how to use faunal data to reconstruct subsistence patterns, social structure, and human/animal relations.

[ARKEO 467 Origins of Agriculture (also ANTHR 467) # (III)]

Spring. 4 credits. Not offered 2002-2003.]

ARKEO 600 Special Topics in Archaeology

Fall. 4 credits. Staff.

ARKEO 601 Graduate Colloquium in Archaeology

Spring. 4 credits. Open to graduate students and advanced undergraduates by permission of instructor. K. Gleason.

Faculty members of the Program in Archaeology and invited speakers present summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.

[ARKEO 602 Designing Archaeological Exhibits (also ARKEO 402)]

Spring. Variable (letter grade only). Not offered 2002-2003. S. Baugher.

For description, see ARKEO 402.]

[ARKEO 605 Archaeological Research Design (also ARKEO 405 and ANTHR 405/605)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. J. S. Henderson, T. P. Volman.
For description, see ANTHR 405.]

[ARKEO 670 Environmental Archaeology (also ARKEO 370 and ANTHR 370 and 670)]

Spring. 4 credits. Prerequisite: 2 previous courses in archaeology or permission of instructor. Not offered 2002–2003. T. P. Volman.
For description, see ANTHR 370.]

ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOES 474)

Spring. 5 credits. Prerequisite: 1 year of introductory biology, ANTHR 101, or permission of instructor. K. A. R. Kennedy.

BIO 275 Human Biology and Evolution (also ANTHR 275)

Fall. 3 credits. K. A. R. Kennedy.

[BIOES 371 Human Paleontology (also ANTHR 371)]

Fall. 4 credits. Prerequisite: one year of introductory biology, ANTHR 101, or permission of instructor. Not offered 2002–2003. K. A. R. Kennedy.
For description, see BIOES 371.]

[BIO ES 671 Paleoanthropology of South Asia (also ANTHR 671 and ASIAN 620)]

Fall. 3 credits. Not offered 2002–2003. K. A. R. Kennedy.
For description, see BIO ES 671.]

[BIO ES 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)]

Fall. 3 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Not offered 2002–2003. K. A. R. Kennedy.
For description, see BIOES 673.]

[LA 261 Urban Archaeology (also CRP 261)]

Fall. 3 credits. Not offered 2002–2003. S. Baugher.
For description, see LA 261.]

LA 569 Archaeology in Preservation Planning and Design (also CRP 569)

Spring. 3 credits. S. Baugher.
For description, see LA 569.

ASIAN STUDIES

E. M. Gunn, chair (388 Rockefeller Hall, 255–5095); B. R. Anderson, A. Blackburn, D. Boucher, K. Brazell, M. Brinton, A. Carlson, T. Chaloeintarana, P. Chi, S. Cochran, A. Cohn, B. de Bary, H. Diffloth, M. Farooqi, D. Gold, T. Hahn, M. Hatch, R. Herring, S. Hoare, D. Holmberg, N. Jagacinski, Y. Katagiri, M. Katzenstein, Y. Kawasaki, K. A. R. Kennedy, J. V. Koschmann, F. Kotas, J. M. Law, T. Loos, T. Lyons, K. March, K. McGowan, R. McNeal, F. Mehta, T. L. Mei, C. Minkowski, S. Mohanty, V. Munasinghe, N. Nakada, Y. Nakanishi-Whitman, V. Nee, A. Nussbaum, S. Oja, A. Pan, C. A. Peterson, J. R. Piggott, A. Riedy, N. Sakai, P. S. Sangren, T. Savella, K. Selden, M. Shin, Y. Shirai, V. Shue, J. T. Siegel, R. J. Smith, J. J. Suh,

R. Sukle, E. Tagliacozzo, K. Taylor, Q. Teng, T. Tranviet, S. Tun, N. Uphoff, D. X. Warner, J. Whitman, J. U. Wolff

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level (ASIAN is the prefix) are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement. Courses listed under Asian Studies offered through other departments may fulfill distribution requirements in history, social sciences, and arts.

The Major

A student majoring in Asian studies normally specializes in the language and culture of one country and often chooses an additional major in a traditional discipline.

Majors complete two courses at the 200 level (a minimum of six credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to six credits of further language study) of courses numbered 200 and above selected by the student in consultation with his or her adviser from among the Asia content courses offered by the Department of Asian Studies and by Asia specialists in other departments.

The applicant for admission to the major in Asian studies must have completed at least two Asia content courses, one of which can be a language course. Students must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in those courses and in all other courses counted toward the major.

Honors

To be eligible for honors in Asian studies, a student must have a cumulative GPA of 3.7 in all Asian studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a supervisor chosen from the Asian studies faculty. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian studies course or ASIAN 401. By the end of the first term the student must present a detailed outline of the honors essay or other appropriate written work and have it approved by the project supervisor and the director of undergraduate studies. The student is then eligible for ASIAN 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

Concentration in East Asia Studies

A candidate for the Bachelor of Arts degree at Cornell may take a concentration in East Asia studies by completing at least 18 credits of course work.

Students normally take five courses in East Asian studies at the 200 level or above from those East Asian courses listed (China, Japan, Korea) either under Asian Studies or Asian-related courses. Of these, two courses might be Asian language courses at the 200-level or beyond. East Asian graduate courses may also be offered for the concentration, as well as East Asia-related courses with a research paper on an East Asian topic. Appropriate courses taken through Cornell Abroad in East Asia may also be counted toward the concentration. Students concentrating in East Asian studies should select an adviser from the East Asia Program faculty for consultation on their course of study. For more information, contact the Asian Studies Department at 388 Rockefeller Hall, (607) 255–5095.

Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asian studies by completing at least 18 credits of course work in South Asian studies, including ASIAN 215 (Introduction to South Asia) and four courses or seminars at the intermediate or advanced levels, two of which may be South Asian language courses.

Students taking a concentration in South Asian studies are considered members of the South Asia Program and will have an adviser from the program faculty. (This adviser will be for the student's concentration and is not a substitute for a student's academic adviser in his or her major.)

One South Asian graduate course may be taken for the concentration with consent of both the instructor and the adviser. The same applies for one South Asia-related course with a research paper on a South Asian subject. Additional courses may be added if offered with comparable South Asia content.

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in Southeast Asian studies by completing 18 credits of course work. A recommended plan would include ASIAN 208 and four courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asian studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute (SEASSI) or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; or Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

Intensive Language Program (FALCON)

The FALCON Program offers intensive instruction in Japanese or Chinese. The program is still the only one in the world offering a full year of intensive instruction from the elementary level, except for the exclusive language schools of some government agencies. Students must formally apply to the program, but the application process is simple and admission is open to all students. (Applications available for FALCON from the

administrative assistant, room 125 Rockefeller Hall, or visit our web site www.arts.cornell.edu/asian/falcon.htm and apply online.) Students may take the entire sequence of 160, 161, 162, or any other portion of the program if they have the necessary background (to be determined by a placement test). The courses are full-time intensive language study; the degree of intensity required does not allow students to enroll simultaneously in other courses or to work, except perhaps on weekends. The spring semester of the Chinese program is offered in Beijing at Tsinghua University.

Study Abroad

Cornell is a member of the Inter-University Center for Japanese Language Studies in Yokohama, the Inter-University Board for Chinese Language Studies in Beijing (at Tsinghua University), and a member of the Council on International Educational Exchange offering study in China at Beijing University and Nanjing University. These centers offer training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS) is an undergraduate program for students who wish to spend either one or two semesters in Kyoto, Japan studying the Japanese language as well as contemporary and traditional Japanese culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil.

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, cosponsor an academic semester or year in Nepal.

Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist, including in Indonesia, Thailand, and Vietnam through the Council for International Educational Exchange. Undergraduates should consult Cornell Abroad; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

First-Year Writing Seminars

See John S. Knight Institute brochure for times, instructor, and descriptions.

General Education Courses

ASIAN 125 Introduction to the Urdu Script (also URDU 125)

Spring. 1 credit. Prerequisite: HINDI 101 or permission of instructor. Satisfactory completion of ASIAN 125 fulfills the qualification portion of the language requirement. Staff.

This course provides instruction in the basics of the Urdu script. It is intended primarily for students who have had some exposure to Hindi or Urdu but who have had little or no formal training in the script. The course focuses on mastering the script and pronunciation. It does not provide instruction in grammar.

ASIAN 191 Introduction to Modern Asian History (also HIST 191) @ (III)

Fall. 4 credits. J. Koschmann, E. Tagliacozzo.

See HIST 191 for description.

ASIAN 192 Introduction to World Music: Asia (also MUSIC 104) @ (IV)

Fall. 3 credits. M. Hatch.

See MUSIC 104 for description.

[ASIAN 206 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also HIST 207) @ (III)]

Spring. 4 credits. Not offered 2002-2003. T. Loos.]

ASIAN 208 Introduction to Southeast Asia @ (III or IV)

Spring. 3 credits. T. Chaloeintiarana. This course is for anyone curious about the most diverse part of Asia; it defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, and business and marketing. The course teaches both basic information and different ways of interpreting that information.

ASIAN 211 Introduction to Japan: Japanese Texts in History @ # (IV)

Fall. 3 credits. B. deBary. An interdisciplinary introduction to Japanese Studies especially designed for nonmajors. The course takes up a diverse series of cultural artifacts and demonstrates how, against the background of simultaneous and successive rises and falls of polities on the Japanese archipelago, the meanings and readings generated by these artifacts have changed dramatically over time. We consider verbal and visual, fictional and historical, canonical and noncanonical texts, including the eighth century *Kojiki*, the courtly narrative *Tale of Genji*, eighteenth century puppet theater, modern Ainu autobiography, and films and comic books dealing with themes of nuclear warfare and apocalypse.

ASIAN 212 Introduction to China @ # (IV)

Spring. 3 credits. R. McNeal. An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian Studies. The class explores literature, history, religion, art and archaeology, and other aspects of China's rich and diverse heritage, from earliest times to the present.

ASIAN 215 Introduction to South Asian Civilization @ (IV)

Fall. 3 credits. A. Blackburn. An interdisciplinary introduction to the culture and history shared by India and other states of South Asia. Designed for students not majoring in Asian Studies. Guest lecturers provide the perspective of their disciplines to the general themes of the course: cultural

diversity and the role of tradition in contemporary life.

ASIAN 218 Introduction to Korea (also HIST 218) @ (III or IV)

Spring. 3 credits. M. Shin. A multi-disciplinary introduction to Korean history, society, and culture. The first part of the course examines sources of Korean "tradition" such as native religions, Buddhism, and Neo-Confucianism by situating them within their historical contexts and comparing them to their modern forms. The second part, on the transition to a modern society, covers the opening to the West, the colonial period, the Liberation period, and the Korean War. The last part is devoted to contemporary society: industrialization, democracy movements, urban life and culture, North Korea and prospects for reunification. There will be both lectures and sections as well as film showings in the evenings.

Asia—Literature and Religion Courses

The following courses are taught entirely in English and are open to any Cornell student.

[ASIAN 220 Buddhism in America (also RELST 220)]

Winter. 3 credits. Not offered 2002-2003. J. M. Law.

This course focuses on a three fold division of Buddhist communities in America: 1) communities established by Asian teachers with predominantly western community members; 2) communities established to serve the needs of immigrant communities arriving from traditionally Buddhist cultures; and 3) communities established by refugee communities. The class explores how these three different methods of arrival and establishment of Buddhist traditions in North America influence the decisions these communities make as they adapt Buddhism to a new cultural setting. We also look at the writings of several thinkers who deal with the multicultural nature of American religious life, including Buddhism in the community of American religions in the twenty-first century.]

ASIAN 241 China's Literary Heritage: An Introduction in Translation @ # (IV)

Fall. 3 credits. D. X. Warner. This is a survey course designed for, though not limited to, non-majors with or without any knowledge of Chinese language, history, or culture. Students will read a broad selection in translation of poems, prose, and narrative writings from the pre-modern period on a variety of themes including the individual and society, man and nature, love and sorrow, fate and faith, life and death. Lectures and guided discussions will explore the interrelation between the Chinese literary tradition and its culture, history, philosophy, religions, and visual art. The goal is to help students toward informed and enjoyable reading of Chinese literature while gaining a deeper understanding of the Chinese cultural heritage.

ASIAN 245 Gamelan in Indonesian History and Cultures (also MUSIC 245) @ (IV)

Fall or spring. 3 credits. M. Hatch. See MUSIC 245 for description.

[ASIAN 249 Peddlers, Pirates and Prostitutes: Subaltern Histories of Southeast Asia, 1800–1900 (also HIST 249/648) @ # (III)]

Spring. 4 credits. Not offered 2002–2003.
E. Tagliacozzo.

See HIST 249 for description.]

[ASIAN 250 Introduction to Asian Religions (also RELST-250) @ # (IV)]

Spring. 3 credits. D. Boucher.

This course explores a range of religious traditions in South Asia (Pakistan, India, and Sri Lanka) and East Asia (China and Japan) including Hinduism, Buddhism (South and East Asian), Confucianism, Daoism, and Shinto. We concentrate on these religions in traditional times in order to understand better the historical foundations that have influenced much of what these cultures are today. The course format includes lectures and discussion sections.

[ASIAN 277 Meditation in Indian Culture (also RELST 277) @ # (IV)]

Spring. 3 credits. Not offered 2002–2003.

Next offered 2003–2004. D. Gold.

This course probes the truths behind traditional claims of the priority of internal practice in Indian traditions. We examine both practices themselves—techniques of meditation and contemplation, religious ways of using intellect, forms of chant and ritual—and the dynamics through which these have left a wider mark on South Asian civilization. These dynamics include not only the evident reverberations of practice in philosophical reflection and socioreligious institutions, but also wide-ranging processes of stylization, elaboration, and popularization found throughout South Asian culture. In order to get a sense of the experiences treated in classical religious texts, students will be expected to experiment with some basic meditation practices. At least as important for the work of the course (and much more important for the grade) are the ways in which students situate these practices within larger South Asian world views as suggested by doctrines, rituals, iconic forms, and literary texts. To keep the interaction between internal practice and broader world views central, we will examine both Hindu and Buddhist sources, consistently examining the ways in which similar practices are given distinct shapes by the two religious traditions.]

[ASIAN 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500–Present (also HIST 284) @ # (III)]

Fall. 4 credits. Not offered 2002–2003.

E. Tagliacozzo.

See HIST 284 for description.]

[ASIAN 293 History of China up to Modern Times (also HIST 293) @ # (III)]

Fall. 4 credits. C. Peterson.

See HIST 293 for description.

[ASIAN 294 History of China in Modern Times (also HIST 294) @ (III)]

Spring. 4 credits. Not offered 2002–2003.

S. Cochran.

See HIST 294 for description.]

[ASIAN 297 Japan Before 1600 (also HIST 297) @ # (III)]

Fall. 4 credits. Not offered 2002–2003.

J. Piggott.

See HIST 297 for description.]

[ASIAN 298 The U.S.-Vietnam War (also HIST 289) @ (III)]

Spring. 3 credits. K. Taylor.

This is a survey of events in Vietnam, the US, and elsewhere related to US intervention in Vietnam from the 1940s to 1975. Readings include historical narratives, memoirs, and literature. Alternative ways of understanding this war in the context of Vietnamese and American history will be explored.

[ASIAN 299 Buddhism (also RELST 290) @ # (IV)]

Fall. 4 credits. Not offered 2002–2003. Next offered fall 2003. D. Boucher.

This course explores the Buddhist tradition from its origins in ancient India to its migrations throughout Asia and eventually to the West. The first half of the course deals with Indian Buddhism: the Buddha, the principal teachings and practices of his early followers, and new developments in spiritual orientation. We then turn to the transmission of Buddhism to Central and East Asia, including China, Japan, and Tibet, concentrating on those traditions in traditional times. From there we look at the southern migration to Sri Lanka and Southeast Asia and conclude with an examination of Buddhism in America.]

[ASIAN 301 Schools of Thought-Ancient China @ # (IV)]

Winter. 4 credits. R. McNeal.

This course introduces students to China's most important early moral and political philosophers, such as Confucius, Laozi, and Sunzi, through readings in translation. We address the traditional conception of six schools of thought in ancient China as reflected in classical and modern historiography and examine newly discovered texts with an eye toward clarifying the relationships among early schools and their representatives.

[ASIAN 302 Art of War in Ancient China @ # (IV)]

Fall. 4 credits. Also fulfills Humanities requirement. R. McNeal.

Sun-tzu's *Art of War* is one of the most widely translated and circulated books of all time. Businessmen in Asia swear by it, professional coaches invoke it when planning strategy, and students of political science plumb its depths for timeless wisdom on how to defeat an enemy without taking to the battlefield. This class examines Sun-tzu's text in its historical context, along with several other early military and strategic works. We treat these works as a genre, and look for characteristic features of the genre that can be better understood by reading these texts not as manuals for modern-day success, but as a record of a complex and sophisticated conceptualization of the role of warfare and all its components in the broader mission of the state.

[ASIAN 306 Zen Buddhism (also RELST 306) @ # (IV)]

Spring. 4 credits. Prerequisites: any course at the university level in Buddhism or Asian Studies (Religious Studies) 250, or consent of the instructor. Course limited to 15 students. Graduate students can take this course for credit and sign up for an additional credit hour for an extra session. Not offered 2002–2003. J. M. Law.

This course is an explanation of the Zen tradition, with a core focus on central religious, historical, and aesthetic developments in Japan. We rely on both primary sources in translation and secondary sources by scholars in the academic study of religion

and Buddhist Studies. The course covers the rise of the Ch'an tradition in China and the development of the Northern and Southern Schools, and the establishment of Zen in the Kamakura period, focusing on the developments of both Rinzaï and Soto Zen, and the early transmissions of Chinese texts and practices to Japan through Japanese emissaries. We study the lives and writings of both Eisai (1146–1215) and Dogen (1200–1253), and also explore how their life works and writings influenced later developments in Zen. We also explore the work of the Tokugawa Zen figure Hakuin (1686–1769). Finally, we study how Zen has become implicated in Japanese postwar identity discourses, by focusing on a critical reading of the writings of D. T. Suzuki and others.]

[ASIAN 312 Intellectuals in Early Modern Korea @ # (IV)]

Fall. 4 credits. Not offered 2002–2003.

M. Shin.

An introduction to early modern Korean history (early 19th century to 1945) through a survey of its major intellectuals. The course gives an overview of the political and socio-economic background that gave rise to these intellectuals and then examines how they commented on and tried to shape the conditions of their times. Topics to be covered include critiques of feudal society, the origins of modern literature and historiography, socialism/communism, liberation movements, Christianity, and feminism. Readings include secondary sources, Korean texts in translation, and works by Korean intellectuals written in English.]

[ASIAN 314 Europe and Its Others (also COM L 304) (IV)]

Fall. 4 credits. Not offered 2002–2003.

N. Melas.

See COM L 304 for description.]

[ASIAN 316 Melodrama, Totalitarianism, and Everyday Life: Japan and China (also COM L 312) @ (IV)]

Spring. 4 credits. H. Lee.

See COM L 312 for description.

[ASIAN 322 History of the Samurai (also HIST 322/522) @ # (III)]

Fall. 4 credits. ASIAN/HIST 297 recommended. J. Piggott.

See HIST 322 for description.

[ASIAN 347 Tantric Traditions (also RELST 349) @ # (IV)]

Fall. 4 credits. Not offered 2002–2003. Next offered 2003–2004. D. Gold.

This course treats the development of tantric traditions in the Indian subcontinent and beyond. Philosophical, socio-religious, cultic, and visionary dimensions of tantra are discussed. We study different Hindu and Indo-Tibetan traditions, with some attention also paid to tantric developments in East Asian Buddhism.]

[ASIAN 348 Indian Devotional Poetry (also RELST 348) @ # (IV)]

Spring. 4 credits. Not offered 2002–2003.

D. Gold.

A survey of Indian devotional genres, with particular attention to the medieval vernacular literatures. Consideration is given to social and ritual contexts of the texts, the ways in which their literary conventions work, and their contemplative uses. The predominant focus is on Hindu traditions, but some Buddhist and Islamic works are also read. Readings in translation.]

ASIAN 351 Indian Religious Worlds (also RELST 351) @ (IV)

Fall. 4 credits. D. Gold.

A study of religious traditions as lived today in the Indian subcontinent. Alongside some underlying similarities, attention is paid to differences in piety and practice within alternative environments: urban and rural, male and female, more and less orthodox. In addition to several Hindu traditions, Sikh, Jain, Buddhist, and Muslim traditions may also be treated. Readings include ethnologies and perhaps a novel.

ASIAN 354 Indian Buddhism (also RELST 354) @ # (IV)

Fall. 4 credits. D. Boucher.

This course surveys Buddhism in South Asia from its origins in northeast India to its migrations throughout the Indian subcontinent. We spend considerable time dealing with the earliest literature about the Buddha, his teachings, and the principal doctrines and practices of the earliest Buddhist communities. We then look at later developments, including the new spiritual orientations offered by the emergence of the Mahayana and Vajrayana traditions. Finally, we explore the way two very different forms of the Indian Buddhism became entrenched in the adjacent regions of Sri Lanka and Nepal.

ASIAN 355 Japanese Religions (also RELST 355) @ (IV)

Spring. 4 credits. J. M. Law.

This course addresses the complexity of religion in Japanese history through a focus on the dominant ideological system commonly referred to as Shinto. We focus on methodological issues surrounding tradition formation, invention, continuity, change, and revision and explore the Shinto tradition as follows: 1) how a central corpus of values, tastes, practices, beliefs, and concerns were formulated and how this system interacts with other religious systems; 2) the academic sources contributing to this identity; 3) views of this religious system from those actively shaping its discourse; 4) views of this religious system from those peripheralized by its ideologies; 5) personal cultivation and aesthetic taste; and 6) the relationship between this religious system and imperialism, war, and historical revisionism.

ASIAN 356 Theravada Buddhism @ (IV)

Fall. 4 credits. A. Blackburn.

Theravada Buddhism dominates the Buddhist world of Sri Lanka and Southeast Asia. Its history in these regions is complex. In this course we will briefly examine the origins of Theravada Buddhism in India and Sri Lanka as well as the ways in which this form of Buddhism was exported from Sri Lanka to Southeast Asia. The primary aim of the course, however, is to explore several specific instances of Theravada Buddhist community organization and practice in historical and contemporary contexts. We will note diverse ways in which Theravada Buddhists have responded to the tradition's threefold imperative to cultivate learning, insight, and proper conduct. In doing so, we will be attentive to the ways in which visions of ideal Buddhist practice vary with period, region, and social location, as well as to the ways in which a shared body of authoritative texts informs quite different interpretations of the dhamma and its practice. The case studies are selected to raise questions related to gender, class, and the constitution of political identities.

[ASIAN 357 Chinese Religions (also RELST 357) @ # (IV)]

Spring. 4 credits. Not offered 2002-2003.

Next offered fall 2004. D. Boucher.

This course presents a broad survey of Chinese religions from the earliest historic records through the late imperial and modern periods, from highbrow philosophical movements to local deity cults. Our survey focuses intensively on the great traditions of Confucianism, Taoism, and Buddhism as well as the lesser known practices that often fall through the cracks. Our goal in part is to trace patterns of continuity among competing and sometimes acrimonious voices.]

[ASIAN 359 Japanese Buddhism: Texts in Context (also RELST 359) @ # (IV)]

Spring. 4 credits. Not offered 2002-2003.

Next offered 2003-2004. J. M. Law.

This course explores central dynamics of Buddhism as it established itself in Japan, focusing on five figures considered central to the history of Japanese Buddhism: Saicho (767-822), Kukai (774-835), Honen (1133-1212), Nichiren (1222-1282) and Dogen (1200-1253). We study the life of the founder, key writings, core practices and doctrines of schools, and a central religious dynamic that their work and contributions embody: 1) establishment of Mahayana ordination, 2) grounding of esoteric practice in Japan and the accommodation to Japanese understandings of the natural world, 3) the popularization of Buddhist religious practice for commoners through nembetsu recitation and narrative traditions, 4) the uses of Buddhism as a political, proto-nationalist ideology, and 5) establishment of Zen meditation as an iconic "Japanese" form of Buddhism. Readings are primary sources in translation with secondary sources.]

[ASIAN 373 Twentieth-Century Chinese Literature @ (IV)]

Fall. 4 credits. Not offered 2002-2003.

E. Gunn.

A survey of the principal works in English translation, the course introduces fiction, drama, essays, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and Taiwan, with attention to social and political issues and literary theory.]

ASIAN 374 Chinese Narrative Literature (also COM L 376) @ # (IV)

Spring. 4 credits. D. X. Warner.

Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized.

ASIAN 380 Vietnamese Literature in Translation @ # (IV)

Fall. 4 credits. K. Taylor.

A survey of Vietnamese literature available in translation from all eras beginning with earliest times to the contemporary period, both poetry and prose, with particular attention to literary forms and considerations of how these forms relate to their ostensible contents. Also addressed is how the idea of a national literature arose and how the substance of this idea was constructed.

ASIAN 381 Introduction to the Arts of Japan (also ART H 384) @ # (IV)

Fall. 4 credits. A. Pan.

See ART H 384 for description.

ASIAN 383 Introduction to the Arts of China (also ART H 380 and ARKEO 380) @ # (IV)

Spring. 4 credits. A. Pan.

See ART H 380 for description.

[ASIAN 384 Representation and Meaning in Chinese Painting (also ART H 385) @ # (IV)]

4 credits. Not offered 2002-2003. A. Pan.

See ART H 385 for description.]

[ASIAN 385 History of Vietnam (also HIST 388/688) @ # (IV)]

Spring. 4 credits. Also fulfills Humanities requirement. Not offered 2002-2003.

K. Taylor.

This course is a survey of Vietnamese history and culture from earliest times to the present. Graduate students may enroll and attend a seminar section.]

[ASIAN 390 The Sanskrit Epics (also CLASS 390) @ # (IV)]

Spring. 4 credits. Not offered 2002-2003.

C. Minkowski.

Readings in translation from the two Sanskrit epics, the Mahabharata and the Ramayana, supported by a study of the reception of the epics in later Indian imaginative literature. Attention is also given to comparative theories of the epic in ancient Indo-European languages.]

ASIAN 392 Cosmology and Divination in Antiquity (also CLASS 392 and NES 392) @ # (IV)

Fall. 4 credits. C. Minkowski.

An historical survey of the cosmological and divinatory systems in Greek, Sanskrit, and Arabic, with special focus on the geocentric world-system and astrology. Some attention to early knowledge systems—Egyptian, Babylonian, Indian, and Chinese—and to the later career of divination and cosmology in medieval Europe and Asia. Topics include: the relevance of various theories of space, time, causation and being to the practice of divination; philosophical and theological arguments for and against divination; the theory and practice of universal, genethliac, and catarchic astrology; the social worlds of astrologers and their clients; and the problems of study that result from the nature of the material and the history of its transmission.

ASIAN 394 The House and the World: Architecture of Asia (also ART H 395) @ # (IV)

Spring. 4 credits. K. McGowan.

See ART H 395 for description.

ASIAN 395 Classical Indian Philosophical Systems (also CLASS 395 and RELST 395) @ # (IV)

Spring. 4 credits. Prerequisite: some background in philosophy or in classical culture. C. Minkowski.

A survey of the traditions of philosophical inquiry in ancient India, especially Nyaya, Sankhya, Mimamsa, and Vedanta. Topics include the origins in and relationships to the Vedas; the formation of distinct positions on such subjects as perception, language, identity, karma, and liberation; the dialogue with Buddhist, Jain, skeptics, materialist, and cynics; and new theistic models, particularly among the Saiva philosophers in Kashmir.

ASIAN 396 Southeast Asian History from the Eighteenth Century (also HIST 396) @ (III)

Spring. 4 credits. E. Tagliacozzo.

See HIST 396 for description.

[ASIAN 410 Chinese Performing Arts @ (IV)]

Fall. 4 credits. Not offered 2002–2003.

E. Gunn.

The course surveys drama, music theater, and film in twentieth-century China. Some material requires knowledge of Chinese.]

[ASIAN 411 History of the Japanese Language (also LING 411) @ # (III)]

Fall. 4 credits. Not offered 2002–2003.

J. Whitman.

See LING 411 for description.]

[ASIAN 412 Linguistic Structure of Japanese (also LING 404) (III)]

Spring. 4 credits. J. Whitman.

See LING 404 for description.

[ASIAN 413 Religion and Politics in Southeast Asia (also ANTHR 413) @ (III)]

Spring. 4 credits. A. Willford.

See ANTHR 413 for description.

[ASIAN 414 Second Language Acquisition I (also LING 414) (III)]

Fall. 4 credits. Y. Shirai.

See LING 414 for description.

[ASIAN 415 Virtual Orientalisms (also S HUM 415 and COM L 418) # (IV)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2002–2003.

B. de Bary.

A comparative study of representations of Japan in postwar French, American, and Japanese cultures. The course is particularly concerned with the role of virtual technologies in representations of Japan, as well as with a proliferation of late twentieth-century representations of Japan as a site of utopic or dystopic virtuality. Positing Orientalism as a broadly-based, but definitely not monolithic, ensemble of representational and regulatory practices, we attend to differences in the historical context. Examples include: Roland Barthes' figuring of Japan as a "possibility of difference," or of "the very fissure of the symbolic" in post-1968 France, and Michael Crichton's more recent superimposition of a "Rising Sun" over processes of American racial hybridization, high-tech reproduction and alteration of images, and trade imbalances. Ambiguously represented as a culture of both the "chrysanthemum" (the hyper-aesthetic) and the "sword" (the hyper-phallic), with the advent of what some have called "techno-orientalism," Japan has increasingly become a preoccupation of technological and futurological imagination. We consider literary, filmic, and theoretical texts, as well as science fiction, video games, and fanzines.]

[ASIAN 416 Undergraduate Seminar on Gender and Sexuality in Southeast Asian History (also HIST 416) (III)]

Fall. 4 credits. Not offered 2002–2003.

T. Loos.

See HIST 416 for description.]

[ASIAN 417 Second Language Acquisition II (also LING 415) (III)]

Spring. 4 credits. Y. Shirai.

See LING 415 for description.

[ASIAN 420 The Map of Tenderness: The Sentimental Subject in Cross-Cultural Perspective (also COM L 421) (IV)]

Fall. 4 credits. H. Lee.

See COM L 421 for description.

[ASIAN 425 Theories of Civilization (also HIST 494) @ # (III or IV)]

Spring. 4 credits. K. Taylor.

A survey of theories about how to define civilization and how civilizations arise and decline, based on the writings of Confucius and Mencius, Ibn Khaldun, Giambattista Vico, and Arnold Toynbee.

[ASIAN 430 Structure of Korean (also LING 430) (III)]

Spring. 4 credits. Not offered 2002–2003.

J. Whitman.

See LING 430 for description.]

[ASIAN 433 Tale of the Genji in Historical Perspective (also HIST 420) # @ (III)]

Fall. 4 credits. J. Piggott.

See HIST 420 for description.

[ASIAN 441 Mahayana Buddhism (also RELST 441) @ # (IV)]

Spring. 4 credits. Not offered 2002–2003.

Next offered spring 2004. D. Boucher.

This course explores the origins and early developments of a movement in Indian Buddhism known as the Mahayana. We intensively examine a small slice of this movement's voluminous literature so as to better understand its call for a new spiritual orientation within Buddhism. Topics of discussion include the career of the bodhisattva, the lay/monk distinction, attitudes of Mahayanists towards women and other Buddhists, and the development of Buddhist utopias and transcendent Buddhas.]

[ASIAN 445 Japanese Imperialism in East Asia @ (IV)]

Fall. 4 credits. Prerequisite: at least one previous course on modern East Asia.

Limited to 15 students. M. Shin.

The first part of the course reviews the major theories of imperialism and fascism as well as post-colonial theory. The second part considers their applicability to East Asia through readings of the major monographs on Japanese imperialism and its colonies.

[ASIAN 449 History and Methods of the Academic Study of Religion (also RELST 449) (III)]

Spring. 4 credits. Prerequisite: 1 course satisfying the religious studies major.

J. M. Law.

This course provides advanced students in Religious Studies or the humanities familiarity with important methodological issues in the academic study of religion. Following a brief historical outline, we survey major approaches to the academic study of religion currently used and discussed in Religious Studies. We read works from the following approaches to the study of religion: anthropology, philosophical hermeneutics, phenomenology, history of religions, the sociology of religion and critical ideological studies. In the final segment of the class, we focus on recent developments in the field of Religious Studies. We explore how these studies either build upon or react against the nineteenth century assumptions of Religionswissenschaft and how new methodological approaches address twentieth and twenty-first century academic, religious, and theoretical issues.

[ASIAN 450 Crime and Diaspora in Southeast Asian History (also HIST 451) @ # (III)]

Fall. 4 credits. Not offered 2002–2003.

E. Tagliacozzo.

See HIST 451 for description.]

[ASIAN 460 Indian Meditation Texts (also RELST 460) @ # (IV)]

Fall. 4 credits. D. Gold.

Because texts that record visionary experience prescribe the practice of contemplation, and present enigmatic utterances are highly valued in Indian tradition, they need to be taken seriously by students of Indian and world civilizations. Yet the special problems of interpretation that they present have often caused meditation texts to be passed over in embarrassed, sometimes reverent silence. In this course we draw on approaches from literary criticism, anthropology, and religious studies to explore a number of the problems to which these texts give rise: in what ways are the apparent differences in experience presented in meditation texts shaped by different cosmologies and ritual practice? Do different literary genres have particular religious implications? What are the relations between convention and experience in the creation of the texts? Readings are drawn from the Upanishads and Tantra, devotional verse in the vernaculars, and the classical meditation manuals of Hinduism and Buddhism. Some attention may be given to Indian Sufi materials. No knowledge of Indian languages is required.

[ASIAN 476 Senior Seminar: Comparative Colonial Law and Society (also HIST 476 and WOMNS 476) @ (III)]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2002–2003.

T. Loos.

See HIST 476 for description.]

[ASIAN 479 Art of the T'ang Dynasty (also ART H 481) # @ (IV)]

Spring. 4 credits. Not offered 2002–2003.

A. Pan.

See ART H 481 for description.]

[ASIAN 481 Translation and Identities @ (IV)]

Spring. 4 credits. N. Sakai.

Translation establishes a division of two spheres and thereby marks the limit of what can be expressed in one medium. Broadly understood, translation can take place not only between two national languages but also at a variety of boundaries within a putatively single society. The seminar investigates different economies of translation by which different social and cultural identities are constructed, emphasizing the disappearance of multi-lingualism in modern nation-state and the mutation of translation economies which gave rise to new ways of imagining the organicist unity of the society in eighteenth-century and twentieth-century Japan. Seminar readings are translations of pre-modern Japanese and Chinese writings, and modern European and Japanese philosophical articles (in English).

[ASIAN 482 Seminar: Gender Adjudicated (also HIST 480) # (III)]

Fall. 4 credits. Not offered 2002–2003.

T. Loos.

See HIST 480 for description.]

[ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @ (III)]

Spring. 3 credits. Not offered 2002–2003.

N. Sakai.

The late nineteenth century marks an important transitional period: nation-states formed in Britain, France, Japan, Germany, the United States, and elsewhere sought to

become imperial powers; and "internationalism" virtually collapsed. Focusing on Japanese examples, but not excluding other cases, we study the discursive spaces of modern national subjectivity with a view to the problems of ethnicity, colonialism, imperial sexism, violence, historical memory, post-coloniality and academic knowledge. A major critical paper is required.]

[ASIAN 486 Ritual and Performance in Japanese Religions (also RELST 486) (IV)]

Spring. 4 credits. Class size limited to 12. Prerequisites: instructor consent for undergraduates. Ability to read Japanese is not required, but there are optional readings in Japanese. Graduate students may sign up for this as a graduate level course. Not offered 2002-2003. J. M. Law. In the last fifty years in Japan, there has been a proliferation of revived, restored, invented and newly created folk performing arts throughout the country. This course is an exploration of this phenomenon, and its relationship to Japanese religion. The course begins with an overview of the major theoretical works relating to tradition creation, revitalization and invention, with a focus on ritual performance theory. With this theoretical basis, we explore several paradigmatic cases classified as "folk performing arts" (*minzoku geinō*) which are directly related to overtly religious concerns. Through these cases, we see how both national and local identity discourses are being worked out through public ritual performances. Each student also has an opportunity to conduct in-depth research on one ritual performance tradition, or a given aspect of critical theory relating to ritual studies. This course is recommended for upper level undergraduates with the consent of the instructor or graduate students.]

[ASIAN 490 Tales of the Heike (also HIST 490) @ # (III)]

Fall. 4 credits. J. R. Piggott. See HIST 490 for description.

[ASIAN 491 Art and Collecting: East and West (also ART H 490) @ # (IV)]

Spring. 4 credits. Not offered 2002-2003. K. McGowan. See ART H 490 for description.]

[ASIAN 492 Seminar in Medieval Chinese History (also HIST 492) # @ (III)]

Fall. 4 credits. C. Peterson. See HIST 492 for description.

[ASIAN 493 Problems in Modern Chinese History (also HIST 493) @ (III)]

Fall. 4 credits. Not offered 2002-2003. S. Cochran. See HIST 493 for description.]

[ASIAN 496 Tokugawa Literature and Thought @ # (IV)]

Spring. 4 credits. Not offered 2002-2003. N. Sakai.

An introduction (in English translation) to literary, theatrical, and intellectual works of the Tokugawa period (1600-1868). We examine the characteristics of early Tokugawa literary and theatrical works and see how different they are from the literary works of the later Tokugawa period. We also read the philosophical and philological works on the classics by writers such as Ogyu Sorai and Motoori Norinaga to understand the ways contemporary Japanese intellectuals understood cultural activities and literature during the Tokugawa period.]

[ASIAN 499 Problems in Modern Chinese History (also HIST 499) @ (III)]

Spring. 4 credits. Not offered 2002-2003. S. Cochran. See HIST 499 for description.]

[ASIAN 522 History of the Samurai (also HIST 322/522)]

Fall. 4 credits. J. Piggott. See HIST 322/522 for description.

[ASIAN 580 Problems in Asian Art: Body, Memory, and Architecture (also ART H 580)]

Spring. 4 credits. K. McGowan. See ART H 580 for description.

[ASIAN 597 Japan Before 1600 (also HIST 597)]

Fall. 4 credits. Not offered 2002-2003. J. Piggott. See HIST 597 for description.]

Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the director of graduate studies.

[ASIAN 601 Southeast Asia Area Seminar: Philippines]

Fall. 4 credits. C. Barry. This course offers a critical review of the key texts and themes in the study of the Philippines. The texts are drawn from a range of disciplines: history, anthropology, politics, and literature. Students who wish to join this seminar are expected to read across this range of materials. The emergence of the Philippine nation-state remains the pre-eminent political development of the past century and this fact necessarily influences the shape of intellectual developments well. Students are encouraged to critically evaluate the processes by which a modern nation-state took shape because and in spite of the experiences of colonization: Spanish, American, and Japanese. Students also engage with the social, political and intellectual consequences of colonialism, especially as reflected in social scientific literatures produced by the colonizers and by Filipinos.

[ASIAN 602 Southeast Asia Seminar]

Spring. 4 credits. Staff.

[ASIAN 603 Southeast Asia Topical Seminar: Sociology of Natural Resources and Development (also R SOC 607)]

Fall. 4 credits. Not offered 2002-2003. Staff.]

[ASIAN 604 Southeast Asia Topical Seminar]

Spring. 3-4 credits. T. Chaloeintiarana. This course allows students to look at Southeast Asia as a field of study. Beginning graduate students may find this seminar useful. Students attend lectures in ASIAN 208 and meet in a graduate seminar. Discussion topics include Southeast Asia as a field of inquiry, academic disciplines and area studies, art and culture, Colonialism and post-colonialism, nationalism and cold war, economic development, and gender studies.

[ASIAN 605-606 Master of Arts Seminar in Asian Studies]

605, fall; 606, spring. 2-4 credits. Staff.

[ASIAN 609 Modern Japanese Studies: The Formation of the Field in History and Literature (also HIST 609)]

Spring. 4 credits. Not offered 2002-2003. N. Sakai, J. V. Koschmann, B. de Bary. See HIST 609 for description.]

[ASIAN 610 SLA and the Asian Languages (also LING 609)]

Fall. 4 credits. Not offered 2002-2003. Y. Shirai. See LING 609 for description.]

[ASIAN 612 Japanese Bibliography and Methodology]

Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. F. Kotas.

[ASIAN 613 Southeast Asian Bibliography and Methodology]

Fall. 1 credit. Prerequisite: permission of instructor. A. Riedy.

This course is designed to instruct students in methods of identifying and locating resources for the study of Southeast Asia. Emphasis is on the practical aspects of using various types of bibliographical tools to identify both primary and secondary sources in Southeast Asian and Western languages. Electronic databases and online services as well as traditional printed resources are covered. Relevant arcana of library science is explained as necessary. Required of honors students and Master of Arts candidates. No foreign language competence is required but a reading knowledge of at least one Southeast Asian language or other Asian language (especially Chinese or Japanese) and a major European language (especially French, Spanish, or Dutch) is highly desirable.

[ASIAN 626 The 18th Century and the Emergence of Literary Modernity]

Spring. 4 credits. N. Sakai, T. Yoda. This course attempts to read texts from pre-Meiji Japan together with European equivalents of the eighteenth century, and seeks to understand the conditions of modernity in what may broadly be referred to as "literature" outside the scope of Eurocentric historicism. It has been argued that it is possible to identify a historically specific form of temporality, which is later called "subject," among some texts produced from the early eighteenth century in areas as diverse as France, Germany, England and Japan. Whether actualized in vernacular dialogues in printed medium, in stories of heterosexual love in essentially homosocial settings, or in the image of an ethno-linguistic community, new types of narration and social imaginary came into existence in the eighteenth century in many parts of the world. We examine how these transformations took place by reading exemplary texts from the old formations as well as from the new ones with particular focus on the following issues: the narrative articulation of inter-personal relations, the intensities of authorial voice, the management of textual production, the economy of textual visibility and invisibility, the claims of reproducibility, and aesthetic senses associated with poetry and calligraphy.

[ASIAN 648 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900 (also HIST 249/648)]

Spring. 4 credits. Not offered 2002-2003. E. Tagliacozzo. See HIST 648 for description.]

ASIAN 650 Seminar in Asian Religions

Fall. 4 credits. Graduate students only.
Limited to 12 Students. J. M. Law.

Topic Fall 2002: Ritual and Performance in Japanese Religions. This course, an exploration of ritual performance and its relationship to Japanese religion, begins with an overview of the major theoretical works relating to tradition creation, revitalization and invention, with a focus on ritual performance theory. With this theoretical basis, we explore several paradigmatic cases classified as "folk performing arts" (*minzoku geino*) which are directly related to overtly religious concerns. Through these cases, we see how both national and local identity discourses are being worked out through public ritual performances.

[ASIAN 651 Crime and Diaspora in Southeast Asian History (also HIST 451/650)]

Fall. 4 credits. Not offered 2002–2003.
E. Tagliacozzo.

See HIST 650 for description.]

ASIAN 652 Straddling the Himalayas: the Transmission of Buddhism from India to China

Spring. 4 credits. Prerequisites: students do NOT have to have reading knowledge of classical Chinese, although it is helpful. Students with reading knowledge of Chinese will be encouraged to pursue projects in primary sources. All graduate students should have reading knowledge of French OR Japanese. D. Boucher.

This is a graduate seminar designed for students interested in a broad range of related topics: Indian Buddhism, early Chinese Buddhism, Buddhism in Central Asia, problems of cultural transmission and translation, and models of appropriation of religious traditions into new cultural environments. We start with a rapid survey of the state of our knowledge about Buddhism in northwest India and west Central Asia on the eve of its transmission eastward. We explore various theories and models of transmission and look for parallels in other cultural contexts. We also examine in some detail what the Chinese received as "Buddhism", and explore the earliest attempts to make sense of this fundamentally alien tradition.

ASIAN 654 Indian Buddhism

Fall. 4 credits. Graduate students attend ASIAN 354 and arrange additional meetings with instructor. D. Boucher.

This course surveys Buddhism in South Asia from its origins in northeast India to its migrations throughout the Indian subcontinent. We spend considerable time dealing with the earliest literature about the Buddha, his teachings, and the principal doctrines and practices of the earliest Buddhist communities. We then look at later developments, including the new spiritual orientations offered by the emergence of the Mahayana and Vajrayana traditions. Finally, we explore the way two very different forms of the Indian Buddhism became entrenched in the adjacent regions of Sri Lanka and Nepal.

ASIAN 676 Southeast Asia Reading Seminar: Thai Political Novel

Fall. 4 credits. T. Chaloeitirana.

This seminar examines the relationship between the craft of the novelist and the representation of social, historical and political "reality." We discuss how early Thai novels illuminate the past, affect the course of history

and politics, and/or distort our understanding of Thai self-identity. Students read five novels and one short story in Thai written by Kulap Saipradit (1905–1974) and discuss them in the context of Thai sociality, history and politics.

[ASIAN 684 Southeast Asia in the World System: Capitalism and Incorporation, 1500-Present (also HIST 284/684)]

Fall. 4 credits. Not offered 2002–2003.
E. Tagliacozzo.

See HIST 684 for description.]

[ASIAN 685 History of Vietnam (also HIST 388/688)]

Spring. 4 credits. Not offered 2002–2003.
K. Taylor.

This course is a survey of Vietnamese history and culture from earliest times to the present. Graduate students may enroll and attend a seminar section.]

ASIAN 690 Tales of the Heike (also HIST 490/690)

Fall. 4 credits. J. R. Piggott.

[ASIAN 693 Problems in Modern Chinese History (also HIST 693)]

Fall. 4 credits. Not offered 2002–2003.
S. Cochran.

See HIST 693 for description.]

[ASIAN 694 Problems in Modern Chinese History (also HIST 694)]

Spring. 4 credits. Not offered 2002–2003.
S. Cochran.

See HIST 694 for description.]

[ASIAN 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396)]

Spring. 4 credits. Not offered 2002–2003.
T. Loos.

See HIST 696 for description.]

ASIAN 701-702 Seminar in East Asian Literature

701, fall; 702, spring. 1–4 credits. Staff.

Topic fall 2002: Reconfiguring Asia, Reconstructing the Past. B. de Bary, N. Sakai, T. Yoda. A comparative graduate seminar which critically examines the ongoing construction of modern "Asia" while linking it to the historiographical problem of the retrieval of knowledge of the past. As was the case with the modern knowledge practices that preceded them, variants of post-modern theory today are often seen as powerfully "othering," marginalizing, or silencing the premodern and those who would reconstitute knowledge of it. Also familiar from early twentieth century discourses of nostalgia and loss is the association of this loss of knowledge from the past with the loss of cultural particularity, especially in societies subject to colonialism or other forms of modern western expansion. In recent work in sub-altern studies or those proposing "provincializing the west," for example, the conceptual distinction between premodern and modern itself has been questioned and politicized. Our course makes these questions its point of departure. Rather than focusing solely on contemporary theoretical articulations of the problem, however, the majority of our weekly meetings consist of a reading of selected premodern texts, translations of premodern texts, or texts attempting to recover premodern historical, archival, or archaeological knowledge. This year's seminar will include classes dealing with Japan, India, Korea, and Vietnam.

ASIAN 703-704 Directed Research

703, fall or spring; 704, fall or spring. 1–4 credits. Staff.

ASIAN 899 Master's Thesis Research

Fall, spring. 2–4 credits. Staff.

ASIAN 999 Doctoral Dissertation Research

Fall, spring. 2–4 credits. Staff.

Honors Courses**ASIAN 401 Asian Studies Honors Course**

Fall or spring. 4 credits. Intended for seniors who have been admitted to the honors program. Staff.

Supervised reading and research on the problem selected for honors work.

ASIAN 402 Asian Studies Honors: Senior Essay

Fall or spring. 4 credits. Prerequisite: admission to the honors program. Staff.

The student, under faculty direction, prepares an honors essay.

ASIAN 403-404 Asian Studies Supervised Reading

Fall, spring, or both. 1–4 credits. Prerequisite: permission of instructor. Open to majors and other qualified students.

Intensive reading under the direction of a member of the staff.

Bengali**BENGL 121-122 Elementary Bengali**

121, fall; 122, spring. 4 credits each term.
BENGL 122 provides language qualification. Prerequisite: for BENGL 122, BENGL 121 or examination. Staff.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script is also introduced.

BENGL 201-202 Intermediate Bengali Reading

201, fall; 202, spring. 3 credits each term.
BENGL 202@ provides language proficiency. Prerequisites: for BENGL 201, BENGL 122 or examination. Staff.

Continuing instruction in grammar with attention to speaking and reading skills.

BENGL 203-204 Intermediate Bengali Composition and Conversation

203, fall; 204, spring. 3 credits each term.
BENGL 204@ provides language proficiency. Prerequisites: for BENGL 203, BENGL 122 or examination. Staff.

Continuing instruction in grammar with attention to writing skills.

BENGL 300 Directed Studies

Fall or spring. 1–4 credits variable.

Prerequisite: permission of instructor. Staff.
Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BENGL 303-304 Bengali Literature I, II

303, fall; 304, spring. 4 credits each term.
Prerequisites: BENGL 203–204 or equivalent. Staff.

An introduction to noted Bengali writers. Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul are covered. The course is devoted to reading these works and develop-

ing literary criticism and creative writing in Bengali.

Burmese

NOTE: Contact S. Tun in Morrill Hall 405 before classes begin for placement or other testing and organizational information.

BURM 103-104 Burmese Conversation Practice

103, fall; 104, spring. 2 credits each term. Prerequisites: for BURM 104, BURM 103 and BURM 121. May not be taken alone. Must be taken simultaneously with BURM 121-122. Satisfactory completion of BURM 104/122 fulfills the qualification portion of the language requirement. S. Tun.

Additional drills, practice, and extension of materials covered in BURM 121 and 122. These courses are designed to be attended simultaneously with BURM 121-122 respectively, allowing students to obtain qualification within a year.

BURM 121-122 Elementary Burmese

121, fall; 122, spring. 4 credits each term. *BURM 122 provides language qualification.* Prerequisite: for BURM 122, BURM 121. May be taken alone or simultaneously with BURM 103-104. Satisfactory completion of BURM 104/122 fulfills the qualification portion of the language requirement. S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

BURM 123 Continuing Burmese

Fall. 4 credits. *Provides language qualification.* Prerequisite: BURM 122. Satisfactory completion of BURM 123 fulfills the qualification portion of the language requirement. S. Tun.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

BURM 201-202 Intermediate Burmese Reading @

201, fall or spring; 202, fall or spring. 3 credits each term. *BURM 201 provides language proficiency.* Prerequisites: for BURM 201, BURM 123; for BURM 202, BURM 201. S. Tun.

Continuing instruction in Burmese, with emphasis on consolidating and extending conversational skills, and on extending reading ability.

BURM 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. S. Tun.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BURM 301-302 Advanced Burmese

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for BURM 301, BURM 202 or permission of instructor; for BURM 302, BURM 301. S. Tun.

Continuing instruction on conversational and literary skills, but with special emphasis on reading. Students encounter various genres and styles of written Burmese. Readings will include articles on current events, and either several short stories or a novel. Focus is on developing reading skills, particularly on vocabulary development, consolidating and

expanding grammar, and appreciating stylistic and cultural differences.

BURM 303-304 Advanced Burmese II

303, fall or spring; 304, fall or spring. 3 credits each term. Prerequisite: for BURM 303, BURM 202 or permission of instructor; for BURM 304, BURM 303. S. Tun.

This is a course for students who have good conversational ability in Burmese and some familiarity with Burmese culture, but who need to strengthen reading skills and further enrich their vocabulary. Students in consultation with the instructor, are able to select reading materials. There is also an opportunity for those who need it, to strengthen listening skills, through the study of current films, TV, and radio programs in Burmese.

BURM 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. S. Tun.

This course is designed to accommodate the needs of advanced or specialized students, and faculty interests. Topics of reading and discussion are selected on the basis of student need.

Cambodian

See Khmer.

Chinese

NOTE: Testing for placement, except for those with near-native abilities (particularly those schooled in a Chinese setting up until the age of about 12), takes place in registration week, before classes begin. Time and place will be posted on the web at www.arts.cornell.edu/asian/index.html under "Language Programs" and the bulletin board outside Rockefeller 388. Students with some Chinese schooling who want to obtain 3 or 6 credits for their proficiency will be tested at the beginning of the second week of classes. Again, the time and place will be announced.

CHIN 101-102 Elementary Standard Chinese ('Mandarin')

101, fall; 102, spring. 6 credits each term. Prerequisite: for CHIN 102, CHIN 101, or equivalent. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. You must enroll in lecture and 1 section. Since each section is limited to 10-12 students, students missing the first 2 class meetings without a university excuse are dropped so others may register. No student will be added after the second week of classes. Satisfactory completion of CHIN 102 fulfills the qualification portion of the language requirement. S. Hoare and staff.

A course for beginners only, providing a thorough grounding in conversational and reading skills. Students with some facility in the spoken language (because Chinese is spoken at home) but who do not read characters should take 109-110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should enroll in CHIN 215.

CHIN 109-110 Beginning Reading and Writing (Standard Chinese)

109, fall; 110, spring. 4 credits each term. *CHIN 110 provides language qualification.* Prerequisites: must have permission

of instructor to enroll. Students who complete CHIN 110 normally continue with CHIN 209 and 210. Because of high demand for this course, students missing the first 2 meetings without a university excuse are dropped so others may register. Satisfactory completion of CHIN 110 fulfills the qualification portion of the language requirement. F. Lee Mehta.

This course is intended primarily for students who speak some Chinese (e.g., at home), but who have had little or no formal training. The focus is on characters, reading comprehension, basic composition, standard grammar, and reading aloud with standard Chinese ('Mandarin') pronunciation.

CHIN 111-112 Elementary Cantonese

111, fall; 112, spring. 4 credits each term. Prerequisite: must have permission of instructor with instructor's signature to complete formal enrollment after pre-registration. For CHIN 112, 111, or equivalent. Satisfactory completion of *CHIN 112 provides language qualification.* Since the course is limited to 10-12 students, students missing the first two classes without a University excuse are dropped so others may register. No student will be added after the second week of classes. H. Huang.

A course in standard Cantonese (as spoken in Hong Kong and Canton) for beginners who have no Chinese language skills from heritage or previous training. Students who have a Mandarin background should take CHIN 211. Students with very limited skills in Cantonese oral expressions should consult with instructor before formal enrollment in the class with instructor's signature. The course gives a thorough grounding in conversational and character reading skills in Cantonese.

CHIN 201-202 Intermediate Standard Chinese ('Mandarin') @

201, fall or summer; 202, spring or summer. 4 credits each term. *CHIN 201 provides language proficiency.* Prerequisites: for CHIN 201, CHIN 102 with a grade of C+ or above or equivalent; for CHIN 202, CHIN 201 or equivalent. Section 1, Q. Teng; Section 2, Staff.

Continuing instruction in written and spoken Chinese with particular emphasis on consolidating basic conversational skills and improving reading confidence and ability.

CHIN 209-210 Intermediate Reading and Writing @

209, fall; 210, spring. 4 credits each term. *CHIN 209 provides language proficiency.* Prerequisites: for CHIN 209, CHIN 110 or equivalent; CHIN 210, CHIN 209. After completing 210, students may only take 400-level courses in Chinese. Staff.

Continuing focus on reading and writing for students with spoken background in standard Chinese; introduction of personal letter writing and other types of composition.

CHIN 211-212 Intermediate Cantonese @

211, fall; 212, spring. 4 credits each term. Prerequisite for 211: 112 or equivalent. Prerequisite for 212: 211 or equivalent.

CHIN 211 provides language proficiency. Prerequisite: completion of CHIN 111/112, or students who have Mandarin speaking, reading and writing background from family heritage or formal training, or students who have some elementary conversational skills in Cantonese from

family heritage. H. Huang.

A course that gives comprehensive training in oral and written Cantonese at a higher level than CHIN 111/112 or elementary level in grammar, vocabulary and contents in oral expressions and reading and writing in Cantonese.

CHIN 213-214 Intermediate Reading and Writing for Cantonese Speakers

213, fall; 214, spring. 4 credits each term.

Prerequisite for 214: 213 or equivalent.

CHIN 214 provides language proficiency.

Prerequisite: Cantonese speakers who have no major problems in oral expressions in Cantonese and have acquired basic skills in characters reading and writing in Cantonese, or students who have equivalent abilities. H. Huang.

A course intended primarily for students who are Cantonese speakers (e.g., at home) or equivalent and have had some basic training in character reading and writing. The focus is on reading and writing Chinese characters.

CHIN 215 Mandarin for Cantonese Speakers @

Fall. 4 credits. Prerequisite: Advanced Cantonese. Limited to 15 students.

Provides language proficiency. Staff.

CHIN 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

CHIN 301-302 High Intermediate Chinese

301, fall; 302, spring. 4 credits each term.

Prerequisites: for CHIN 301, CHIN 202 or equivalent; for CHIN 302, CHIN 301.

F. Lee-Mehta.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

CHIN 304 Advanced Mandarin Conversation

Spring. 1 credit. Prerequisite: CHIN 202, CHIN 215, or permission of instructor.

Limited to 10 students. Staff.

Conversation and reading practice for students who wish to maintain language skills. Guided conversation and oral composition and translation. Corrective pronunciation drills.

CHIN 411-412 Advanced Chinese: Fiction, Reportage, Current Events

411, fall; 412, spring. 4 credits each term.

Prerequisites: for CHIN 411, CHIN 302 or equivalent; for CHIN 412, CHIN 411 and permission of instructor required. Q. Teng.

Reading, discussion, and composition at advanced levels.

CHIN 425 Special Topics

Fall. 4 credits. Prerequisite: permission of instructor. X. Jiang.

A number of different topics in advanced Chinese language, advertised the previous semester, are offered under this title to accommodate the needs of advanced or specialized students, and take advantage of faculty interests. Topics include: correspondence and composition, excerpts from classical novels, Ch'ing documents, xiesheng comedy routines, etc. May be repeated for credit.

Topic fall 2002: The Language of Chinese Periodicals. This course studies the standard usage of language in Chinese newspapers and

magazines and the differences with spoken Chinese and other forms of written Chinese. The course is designed to introduce the rules and changing trends of journalistic Chinese to assist students in understanding and writing, as well as reading, journalism.

Chinese FALCON (Full-year Asian Language CONcentration)

For full information, brochures, etc., see the FALCON secretary in 125 Rockefeller Hall
e-mail: falcon@cornell.edu or
www.arts.cornell.edu/asian/falcon.htm.

CHIN 160 Introductory Intensive Mandarin

Summer only. 8 credits. *Provides language qualification.* Completion of 160 fulfills the qualification portion of the language requirement. S. Hoare and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive practice with native speakers, and laboratory work. Students who complete this course with a grade of at least B are normally eligible to enroll in CHIN 201.

CHIN 161-162 Intensive Mandarin @

161, fall; 162, spring. 16 credits each term.

Provides language proficiency. Prerequisites: for CHIN 161, CHIN 160 or equivalent or permission of instructor; for CHIN 162, CHIN 161 or placement by FALCON staff prior to beginning of spring term.

Students must apply formally to the program; application open to all Cornell students and students from other institutions. S. Hoare and staff.

Work on spoken and written Chinese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160, 161, and 162, in only one calendar year a student can complete as much Chinese as would be gained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the MA in Asian Studies and the joint MBA/MA in Asian Studies. CHIN 162 is scheduled to be held in Beijing, People's Republic of China. For more information and application forms, please contact the FALCON Program office.

Literature in Chinese

CHLIT 213-214 Introduction to Classical Chinese @ #

213, fall; 214, spring. 3 credits each term.

Provides language proficiency. Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with CHIN 101-102, 201-202, 301-302. R. McNeal, D. X. Warner.

This course is an introduction to the fundamental grammar and vocabulary of classical Chinese. Students analyze and translate short passages in class, and are tested on these skills in regular quizzes and examinations. Students should be competent in usage of the Chinese script and have at least the equivalent of two years of any East Asian language that employs the Chinese writing system (e.g., Mandarin, Cantonese, Japanese).

[CHLIT 300 Reading from the Early Masters @ #

Spring. 4 credits. Prerequisites: CHLIT 213-214 or permission of instructor. Not offered 2002-2003. R. McNeal.

Students read and discuss several passages from early classical texts, including the Confucian Analects, the Mozi, the Guanzi, and others. Attention is paid to grammar, historical context, and methodology. Students who have not completed one year of classical Chinese at Cornell need permission from the instructor to register.]

CHLIT 307 Readings in Classical Chinese Literature @ # (IV)

Fall. 4 credits. Prerequisite: CHLIT 214 or permission of instructor. D. X. Warner.

This is an introduction to classical Chinese literary texts. Students survey a selection of texts from the ancient and medieval periods. Readings are primarily in prose; some poetry is included. Through close reading, students expand their knowledge of the diction, syntax, and nuances of classical Chinese; at the same time, students gain familiarity with the various genres, themes, and literary styles that were foundational for the later Chinese literary tradition.

CHLIT 421-422 Directed Study

Fall or spring. 2-4 credits each term.

Prerequisite: permission of instructor. Staff. Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop course content.

CHLIT 423 Readings in Chinese History @

Fall. 4 credits. X. Jiang.

Topic fall 2002: Contemporary Chinese Journalism. Through the selected study and analysis of examples from the most recent journalistic reporting, this course is designed to help students understand the background, events, and characteristic composition of Chinese journalism and recognize particular features of change in its development.

CHLIT 435 Chinese Buddhist Texts @ # (IV)

Fall. 4 credits. Prerequisite: 1 year of classical Chinese or permission of the instructor. D. Boucher.

This seminar is designed to introduce students to the idiom of Buddhist Chinese. We start by reading selections from the early translations to gain a grounding in the vocabulary and syntax that came to characterize literary Buddhism in China. From there we survey some of the so-called apocryphal texts (Buddhist "sutras" produced in China) and look at samples from important writers and schools, depending on student interests. This course is open to students in any area of East Asia with an interest in developing skills in Buddhist texts.

CHLIT 497 Disjuncture: Text and Exegesis @ # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. Students should have completed the equivalent of CHLIT 214 and any CHLIT course at the 300 level.

R. McNeal.

This class focuses on developing critical reading strategies to address issues in classical Chinese texts and the commentarial traditions that have grown up around them. Of particular interest will be: identifying disjunctures and discontinuities between early texts and their commentaries; identifying such

disjunctures among parts of a text itself; glimpsing, through the gaps created by such disjunctures, aspects of early Chinese thought, belief, and practice not otherwise easily accessible.

[CHLIT 603 Seminar in Chinese Fiction and Drama]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. E. Gunn.]

[CHLIT 605 Seminar in Chinese Fiction and Drama]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. Staff.]

CHLIT 610 Chinese Cultural Criticism

Spring. 4 credits. E. Gunn.

This course develops questions about cultural criticism of China through reading and discussion of modern critiques of Chinese culture, primarily from the late Qing to the post-Mao era, selected from the work of both Chinese and Western critics. Particular emphasis is placed on the role of cultural criticism in producing literature.

[CHLIT 615 Seminar: Ideas and Literature of Medieval China]

Spring. 4 credits. Not offered 2002-2003. D. Warner.

This is a graduate-level seminar that offers study of the language and genres of Medieval Chinese literature in the context of Medieval Chinese intellectual history. Students read from a range of primary works—including poetry, prose, literary treatises, philosophical essays, and historical writings—from the Later Han to the Sui and early Tang, in addition to a selection of modern scholarly essays in the field. Our primary aim is to re-examine the interrelationship between the history of ideas and the formation of a medieval poetics during this period of Chinese literary history.]

[CHLIT 618 Seminar on Ancient China]

Fall. 4 credits. Also fulfills Humanities requirement. Prerequisite: CHLIT 213-214 or permission of instructor. Not offered 2002-2003. R. McNeal.

This seminar provides graduate students and advanced undergraduates with a critical introduction to the most important sources, both textual and archaeological, for the study of ancient China. We cover materials from the earliest historical period, circa 1300 B.C., down to the consolidation of empire in the first century B.C. Outstanding problems and controversies pertaining to this period are covered, and basic methodological tools presently used by historians, textual critics, paleographers, and archaeologists are addressed. Students participate in the seminar by taking responsibility for presenting on certain topics in detail, some of which may include topics related to their own research or interests.]

CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax

621, fall; 622, spring. 2-4 credits. Prerequisite: permission of instructor. Staff.

Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

CHLIT 697 Disjuncture: Text and Exegesis

Spring. 4 credits. Prerequisite: permission of instructor. Students should have completed the equivalent of CHLIT 214 and any CHLIT course at the 300 level. R. McNeal.

This class focuses on developing critical reading strategies to address issues in classical Chinese texts and the commentarial traditions that have grown up around them. Of particular interest will be: identifying disjunctures and discontinuities between early texts and their commentaries; identifying such disjunctures among parts of a text itself; glimpsing, through the gaps created by such disjunctures, aspects of early Chinese thought, belief, and practice not otherwise easily accessible.

Hindi

HINDI 101-102 Elementary Hindi-Urdu

101, fall; 102, spring. 6 credits each term.

HINDI 102 provides language qualification. Prerequisite: for HINDI 102, HINDI 101 or equivalent. Staff.

This course sequence is meant for those students who have had very little or no exposure to Hindi-Urdu. It is designed to enable such students to read, write and converse in the language with confidence and enjoyment. Hindi and Urdu are sister languages and share an identical grammar and elementary vocabulary. The language presented in the course is colloquial. The Hindi script is taught first and the Urdu script is taught as an additional course in the spring semester. Students who have some experience of Hindi-Urdu or a closely related language are suited for HINDI 109-110, and should check with the instructor.

HINDI 109-110 Accelerated Elementary Hindi-Urdu

109, fall; 110, spring. 3 credits each term.

HINDI 110 provides language qualification. Prerequisite for HINDI 110: HINDI 109 or equivalent. Staff.

An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence provides a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance on an examination given at the end of HINDI 110, constitutes a level of performance equal to that of the 101-102 sequence, and is thus considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

HINDI 201-202 Intermediate Hindi Reading @

201, fall; 202, spring. 3 credits each term.

HINDI 201 provides language proficiency.

Prerequisites: for HINDI 201, HINDI 102; for HINDI 202, HINDI 201 or permission of instructor. Staff.

[HINDI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.

HINDI 203 provides language proficiency.

Prerequisites: for HINDI 203, HINDI 102; for HINDI 204, HINDI 203 or permission of instructor. Not offered 2002-2003. Staff.

Throughout this course sequence all aspects of language learning are practiced: listening, speaking, reading, and writing. In 203, video materials are used and the emphasis is on the conversational aspect of the language. In 204, the focus shifts to reading skills and the main text used is a popular novel.]

HINDI 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

HINDI 301-302 Advanced Readings in Hindi Literature

301, fall; 302, spring. 4 credits each term.

Prerequisites: for HINDI 301, HINDI 202; for HINDI 302, HINDI 301 or equivalent. Staff.

Selected readings in modern Hindi literature.

Indonesian

For students who have completed INDO 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from the Southeast Asia Program (180 Uris Hall, 255-2378).

INDO 121-122 Elementary Indonesian

121, fall; 122, spring. 4 credits each term.

Prerequisite: for INDO 122, INDO 121.

T. Savella and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

INDO 123 Continuing Indonesian

Fall. 4 credits. *Provides language*

qualification. Prerequisite: INDO 122 or equivalent. Satisfactory completion of INDO 123 fulfills the qualification portion of the language requirement. T. Savella and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.

INDO 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.

INDO 203 provides language proficiency.

Prerequisites: for INDO 203, INDO 123; for INDO 204, INDO 203 or permission of instructor. T. Savella and staff.

Intermediate instruction in spoken and written grammar and reading comprehension.

INDO 205-206 Intermediate Indonesian @

205, fall; 206, spring. 3 credits each term.

INDO 205 provides language proficiency.

Prerequisites: for INDO 205, INDO 123 or equivalent; for INDO 206, INDO 205 or equivalent. Satisfactory completion of INDO 205 fulfills the proficiency portion of the language requirement. T. Savella and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

INDO 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor.

Times arranged with instructor. T. Savella and staff.

Taught on a specialized basis to address particular student needs.

[INDO 305-306 Directed Individual Study] 305, fall; 306, spring. 2-4 credits. Prerequisites: INDO 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. Not offered 2002-2003. T. Savella and staff.

A practical language course on an advanced level in which the students read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.]

Japanese

JAPAN 101-102 Elementary Japanese

101, fall; 102, spring. 6 credits each term. *JAPAN 102 provides language qualification.* Prerequisite for JAPAN 102: JAPAN 101 or placement by the instructor during registration period. Intended for beginners or for those who have been placed in the course by examination. You must enroll in lecture and 1 section. R. Sukle, Y. Nakanishi, and staff.

A thorough grounding in all four language skills—speaking, hearing, reading, writing—at the beginning level, but with a special emphasis on oral communication and actual use of the language in social context. Homework for the course is largely work on the skill aspects of language through practice in the language lab with tapes or CD-ROM. The lecture provides explanation, analysis, and cultural background necessary for successful interaction with Japanese people. The sections are conducted entirely in Japanese. Materials covered are not the same as for JAPAN 141-142.

JAPAN 141-142 Beginning Japanese at a Moderate Pace

141, fall; 142, spring. 4 credits each term. Prerequisite for JAPAN 142: JAPAN 141 or placement by instructor during registration period. Y. Shirai, Y. Kawasaki, and staff. Beginning level training in listening, speaking, reading, and writing, with more emphasis on written skills than JAPAN 101-102. Classroom activities focus on oral communication skills. Homework for the course is largely written exercises. Fewer credits and fewer class contact hours than JAPAN 101-102; the course meets five hours per week (MTWRF). Materials covered are not the same materials as JAPAN 101-102.

JAPAN 201-202 Intermediate Japanese Conversation @

201, fall and summer; 202, spring and summer. 4 credits each term. *JAPAN 201 provides language proficiency.* Prerequisites: for JAPAN 201, JAPAN 102 or placement by the instructor during registration; for JAPAN 202, JAPAN 201 and 203 or placement by the instructor during registration. You must enroll in lecture and 1 section. Students enrolled in JAPAN 201 are strongly urged to enroll concurrently in JAPAN 203. Y. Katagiri.

This is a course for students who have learned an elementary level of Japanese and would like to continue to study the structure of the language and to acquire basic oral proficiency.

JAPAN 203-204 Intermediate Japanese Reading I @

203, fall; 204, spring. 2 or 3 credits each term. *JAPAN 203 provides language proficiency.* Prerequisites: for JAPAN 203, JAPAN 102, or placement by the instructor during registration; for JAPAN 204, JAPAN 203 or placement by the instructor during registration. You must enroll in lecture and 1 section. N. Nakada.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

JAPAN 241-242 Intermediate Japanese at a Moderate Pace

241, fall; 242, spring. 4 credits each term. *JAPAN 241 provides language qualification.* *JAPAN 242@ provides language proficiency.* Prerequisites: for JAPAN 241, JAPAN 142 or placement by instructor during registration period; for JAPAN 242, JAPAN 241 or placement by instructor. Y. Kawasaki and K. Selden.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command.

JAPAN 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

JAPAN 301-302 Communicative Competence @

301, fall; 302, spring. 3 credits each term. Prerequisites: for JAPAN 301, JAPAN 202 and placement by the instructor during registration; for JAPAN 302, JAPAN 301 or placement by the instructor during registration. Y. Kawasaki and staff.

This is a course for students who have learned basic Japanese grammar and oral skill and would like to use the language for natural conversation and effective oral communication. The course is intended to: (1) expand vocabulary for daily life use; (2) brush up on knowledge of basic grammar for fluency; and (3) develop communicative skills for varied situations.

JAPAN 303-304 Intermediate Japanese Reading II @

303, fall; 304, spring. 4 credits each term. Prerequisites: for JAPAN 303, JAPAN 202 or placement by the instructor during registration; for JAPAN 304, JAPAN 303 or placement by the instructor during registration. Staff.

Reading of selected modern texts with emphasis on expository style.

JAPAN 401-402 Oral Narration and Public Speaking

401, fall; 402, spring. 2 credits each term. Prerequisites: for JAPAN 401, JAPAN 302 or placement by the instructor during registration; for JAPAN 402, JAPAN 401 or placement by the instructor during registration. Y. Katagiri.

Instruction in making and delivering socially appropriate and effective speeches, with emphasis on both the construction of discourse and Japanese patterns of oral delivery. Students learn spoken Japanese in formal occasions through discussions, speeches, and debates as well as increase vocabulary and reinforce listening comprehension ability.

JAPAN 403-404 Advanced Japanese Reading @

403, fall; 404, spring. 4 credits each term. Prerequisite: JAPAN 304 or permission of instructor.

Section I: Area of Humanities. Cannot be used for distribution. Reading of selected modern texts. K. Selden.

Section II: Area of Economics and Social Science. Cannot be used for distribution. Y. Kawasaki. Reading of selected modern texts with emphasis on expository style.

[JAPAN 410 History of the Japanese Language (also LING 411) @

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.]

JAPAN 421-422 Directed Readings

421, fall; 422, spring. 1-4 credits. Limited to advanced students. Prerequisite: placement by the instructor during registration. K. Selden.

Topics are selected on the basis of student needs.

Japanese FALCON (Full-year Asian Language Concentration)

Director: R. Sukle, 123 Rockefeller Hall; FALCON Secretary 125 Rockefeller Hall, 255-6457, e-mail: falcon@cornell.edu or www.arts.cornell.edu/asian/falcon.htm.

There are three small interactive classes per day conducted entirely in Japanese and one lecture conducted in English and Japanese. The interactive classes are conducted by experienced and highly trained teachers; the lecture is conducted by an expert in Japanese language structure. Two one-hour sessions in the language lab are required daily. Additional preparation time in the language lab is necessary in the evenings. Exposure to the language exceeds that of even students living and studying in Japan, providing over 1,800 hours of exposure throughout the full-year program. The extensive exposure and intensive work on the language allows students to develop a level of fluency, accuracy, and control of the language not achieved in any other type of academic settings. The course is designed to develop 'copability' in the students by bringing them up to the level where they will be able to successfully make further progress in the language on their own even if they do not have further formal instruction. The intensive nature of the program allows graduate students to complete their language work in minimal time and undergraduates, including freshmen, to achieve levels of Japanese that are far beyond what is normally achieved in a four-year program, provided they continue their study of Japanese after FALCON.

JAPAN 160 Introductory Intensive Japanese (FALCON)

Summer only. 8 credits. *Satisfies language qualification.* R. Sukle and staff. This is the first term of the FALCON Program. It is a full-time, intensive, nine-week course which begins at the absolute beginning level, in speaking as well as rudimentary reading

and writing. Formal application must be made to the program, but admission is open to all students, not just those planning to take the full-year program. Students completing this course and planning to continue at Cornell in the fall may continue with the fall and spring terms of FALCON (JAPAN 161 and 162), or they should consult the FALCON Director, Robert Sukle, at 255-0734 or rjs19@cornell.edu, about other options.

JAPAN 161-162 Intensive Japanese (FALCON) @

161, fall; 162, spring. 16 credits each term. *JAPAN 161 provides language proficiency.* Prerequisites: for JAPAN 161, JAPAN 160, or JAPAN 102 at Cornell, or placement by FALCON staff prior to beginning of fall term; for JAPAN 162, JAPAN 161, or placement by FALCON staff prior to beginning of spring term. Students must apply formally to program (see above); application open to all Cornell students and students from other institutions. R. Sukle and staff.

Work on spoken and written Japanese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160-161-162, in only one calendar year a student can complete as much Japanese as would be contained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the M.A. in Asian studies and the joint M.B.A./M.A. in Asian studies.

Literature in Japanese

JPLIT 406 Introduction to Classical Japanese @ #

Fall. 4 credits. Prerequisite: permission of instructor. K. Selden.

This course is an introduction to the fundamental grammar and vocabulary of classical Japanese.

JPLIT 408 Readings in Classical Japanese @ #

Spring. 4 credits. Prerequisite: JPLIT 406 or permission of instructor. K. Selden.

This course is intended for students who have completed the JAPAN 403/404 sequence or the equivalent. Readings of excerpts and complete brief pieces from representative premodern Japanese literature mostly with the use of standard modern annotated editions. Different selections and themes are introduced each year.

JPLIT 421-422 Directed Readings

421, fall; 422, spring. 2-4 credits. Prerequisite: for JPLIT 421, JAPAN 402 or equivalent; for JPLIT 422, JAPAN 421 or equivalent. Staff.

Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[JPLIT 613 Seminar in Tokugawa Culture and Thought

Spring. 2-4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. N. Sakai.

This seminar examines a variety of texts written during the Tokugawa period. The topics discussed in these are many: from the

conceptualization of the virtue in the Confucian tradition, to the composition of Waka poetry. The texts are not selected from one school or from one teaching but encompass a wide range of intellectual trends including Neo-Confucianism, the Kogaku and the Kokugaku. In addition to the original texts of the Tokugawa period, we are going to read a few works of modern historiography on Tokugawa thought and culture. These works do not necessarily represent the standard of the present-day Tokugawa studies, but they clearly show different approaches. In this seminar, we evaluate critically these works through a careful reading of the original texts of the Tokugawa period.]

[JPLIT 614 Seminar in Modern Japanese Literature: Postmodern Thought for Area Studies (also COM L 695)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. B. de Bary.

How might postmodern debates on language and difference transform our understanding of the project of cross-cultural learning institutionalized in postwar American area studies? Intended as an introductory course for graduate students, this class emphasizes weekly close readings of important primary texts which have grappled with, or attempted to challenge, epistemological assumptions, categories, and processes which have informed modern disciplinary knowledge of cultural others. Readings will include texts by Rey Chow, James Clifford, Jacques Derrida, Gayatri Spivak, and others.]

JPLIT 617 Modern Japanese Philosophy

Fall. 4 credits. N. Sakai.

Seminar on modern Japanese philosophy. Students are expected to read texts in Japanese and discuss epistemic, historical, and practical issues involved in them. Supplementary reading of European and U.S. philosophical texts is also required.

JPLIT 624 Advanced Readings in Modern Japanese Literature

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years. B. de Bary.

Students will read modern Japanese literary texts in the original. This year's thematic focus will be on works dealing with urban life and the relationship between literature and new media.

JPLIT 625 Directed Readings

Fall or spring. 4 credits. Staff.

Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[JPLIT 700-701 Seminar: Reading of Historical Materials—Japanese Imperial Nationalism and Its Literature

700, fall; 701, spring. 4 credits. Not offered 2002-2003. N. Sakai.

Research readings for graduate level students.]

Japanese

[JAVA 131-132 Elementary Japanese

131, fall; 132, spring. 3 credits each term. Prerequisite: for JAVA 132, JAVA 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. Not offered 2002-2003. J. Wolff and staff.

An elementary language course for those who have had no previous experience in the language.]

[JAVA 133-134 Continuing Japanese

133, fall; 134, spring. 3 credits each term. *JAVA 134 provides language qualification.* Prerequisites: for JAVA 133, JAVA 132 or equivalent; for JAVA 134, JAVA 133 or equivalent. Satisfactory completion of JAVA 134 fulfills the qualification portion of the language requirement. Not offered 2002-2003. J. Wolff and staff.

An intermediate conversation and reading course.]

[JAVA 203-204 Directed Individual Study @

203, fall; 204, spring. 3 credits. *JAVA 203 provides language proficiency.* Prerequisite: JAVA 134 or equivalent. Not offered 2002-2003. J. Wolff and staff.

This is a practical language course on an intermediate level in which the students work through readings and conversations under the guidance of a native speaker for three contact hours a week.]

[JAVA 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Not offered 2002-2003. J. Wolff.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.]

Khmer (Cambodian)

KHMER 121-122-123 Elementary Khmer

121, fall; 122, spring; 123 fall. 4 credits each term. *Completion of KHMER 123 provides language qualification.*

Prerequisite: for KHMER 122, KHMER 121; for KHMER 123, KHMER 122. Staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.

KHMER 201-202 Intermediate Khmer Reading @

201, fall; 202, spring. 3 credits each term. *KHMER 201 provides language proficiency.* Prerequisites: for KHMER 201, KHMER 102; for KHMER 202, KHMER 201. Staff.

Continuing instruction in spoken and written Khmer.

[KHMER 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *KHMER 203 provides language proficiency.* Prerequisites: for KHMER 203, KHMER 102; for KHMER 204, KHMER 203. Not offered 2002-2003. Staff.

Letter writing and other forms of composition.]

KHMER 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

KHMER 301-302 Advanced Khmer

301, 302, fall. 4 credits each term.

Prerequisites: for KHMER 301, KHMER 202 or equivalent; for KHMER 302, KHMER 301. Staff.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

[KHMER 401-402 Directed Individual Study

401, fall; 402, spring. For advanced students. 2-4 credits each term. Prerequisite: permission of instructor. Not offered 2002-2003. Staff.

Various topics according to need.]

Korean**KOREA 101-102 Elementary Korean**

101, fall; 102, spring. 6 credits each term. *KOREA 102 provides language qualification.* Satisfactory completion of KOREA 102 fulfills the qualification portion of the language requirement. H. Diffloth and staff.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and grammar.

KOREA 109-110 Elementary Reading

109, fall; 110, spring. 3 credits each term.

KOREA 110 provides language qualification. Prerequisite: permission of instructor. Satisfactory completion of KOREA 110 fulfills the qualification portion of the language requirement. H. Diffloth and staff.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

KOREA 201-202 Intermediate Korean @

201, fall; 202, spring. 4 credits each term.

KOREA 201 provides language proficiency. Prerequisites: for KOREA 201, KOREA 102 or permission of instructor; for KOREA 202, KOREA 201. Satisfactory completion of KOREA 201 fulfills the proficiency portion of the language requirement. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level. Introduces some reading and writing with Chinese characters.

KOREA 209-210 Intermediate Reading @

209, fall; 210, spring. 4 credits each term.

KOREA 209 provides language proficiency. Prerequisites: for KOREA 209, KOREA 110 or permission of instructor; for KOREA 210, KOREA 209 or permission of instructor. H. Diffloth and staff.

An intermediate level of reading comprehension and writing course for students who have acquired basic oral proficiency. Introduces some reading and writing with Chinese characters. If in doubt about eligibility, see instructor.

KOREA 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. H. Diffloth.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

KOREA 301-302 Advanced Korean

301, fall; 302, spring. 4 credits each term.

Prerequisites: for KOREA 301, KOREA 202 or placement by instructor; for KOREA 302, KOREA 301 or placement by instructor. H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced use of the spoken language.

[KOREA 430 Structure of Korean (also LING 430)]

Spring. 4 credits. Offered alternate years. J. Whitman.

See description under LING 430.]

Literature in Korean**KRLIT 305 Modern Korean Literature in Translation @ (IV)**

Spring. 4 credits. Prerequisite: ASIAN 218 or its equivalent. M. Shin.

A survey of 20th century Korean literature. The first part of the course focuses on the emergence of modern Korean literature in the early 20th century and colonial period of literature. The second part covers the major South Korean writers such as Hwang Sunwon, Yi Munyol, Pak Wanso, and Yi Ch'ongjun.

KRLIT 405 Readings in Korean Literature

Fall. 4 credits. Prerequisite: three years of Korean language study or permission of instructor. M. Shin.

Reading of a variety of prose works in modern Korean. Assignments are chosen from newspapers, magazines, short stories, novels, and academic texts.

Nepali**Study Abroad in Nepal**

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, co-sponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field

research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris Hall) for further information.

NEPAL 101-102 Elementary Nepali

101, fall; 102, spring. 6 credits each term.

NEPAL 102 provides language qualification. Prerequisite: for NEPAL 102, 101 or examination. S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

NEPAL 160 Intensive Nepali

Summer only. 6 credits. Intended for

beginners. Offered alternate years. S. Oja.

Emphasis is on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.

NEPAL 201-202 Intermediate Nepali Conversation @

201, fall; 202, spring. 3 credits each term.

NEPAL 201 provides language proficiency.

Prerequisites: for NEPAL 201, NEPAL 102 or examination; for NEPAL 202, NEPAL 201 or examination. S. Oja.

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

NEPAL 203-204 Intermediate Nepali Composition @

203, fall; 204, spring. 3 credits each term.

NEPAL 203 provides language proficiency.

Prerequisites: for NEPAL 203, NEPAL 102 or examination; for NEPAL 204, NEPAL 203 or examination. S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

NEPAL 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. S. Oja.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

NEPAL 301-302 Advanced Nepali

301, fall; 302, spring. 3 credits each term.

Prerequisite: NEPAL 204 or permission of instructor. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

Pali**[PALI 131-132 Elementary Pali**

131, fall; 132, spring. 3 credits each term.

This language series cannot be used to satisfy the language requirement. Not offered 2002-2003. Staff.

131 is an introduction to the language of the canonical texts of Theravada Buddhism.

Reading of authentic texts of Theravada Buddhism. Emphasis on both content and grammatical structure. Familiarity with Sanskrit is not required. 132 is a continuation of 131 with further readings.]

PALI 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: PALI 132 or two years of Sanskrit. D. Boucher.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Sanskrit

[SANSK 131-132 Elementary Sanskrit (also CLASS 131-132 and LING 131-132)]

131, fall; 132, spring. 4 credits each term. *SANSK 132 provides language qualification.* Offered alternate years. Not offered 2002-2003. C. Minkowski.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

SANSK 251-252 Intermediate Sanskrit (also CLASS 251-252 and LING 251-252) @ # IV

251, fall; 252, spring. 3 credits each term. *SANSK 251 provides language proficiency.* Prerequisite: SANSK 132 or equivalent. Offered alternate years. C. Minkowski.

Readings from the literature of classical Sanskrit. Fall: selections from the two Sanskrit epics, the Mahabharata and the Ramayana. Spring: more selections from the epics and selections from either Sanskrit story literature or from Sanskrit dramas.

Literature in Sanskrit

[SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @ #

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2002-2003. C. Minkowski.

Readings in translation; readings in the original Vedic. Both courses must be taken as a sequence.]

Sinhala (Sinhalese)

SINHA 101-102 Elementary Sinhala

101, fall; 102, spring. 6 credits each term. *SINHA 102 provides language qualification.* Prerequisite: for SINHA 102, SINHA 101 or equivalent. Staff.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

SINHA 160 Intensive Sinhala

Summer only. 6 credits. Intended for beginners. Offered alternate years.

Emphasis is on the spoken (colloquial) language, the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala).

SINHA 201-202 Intermediate Sinhala Reading @

201, fall; 202, spring. 3 credits each term. *SINHA 201 provides language proficiency.* Prerequisites: for SINHA 201, SINHA 102; for SINHA 202, SINHA 201 or equivalent. Staff.

[SINHA 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *SINHA 203 provides language proficiency.* Prerequisites: for SINHA 203, SINHA 102 or permission of instructor; for SINHA 204, SINHA 203 or equivalent. Not offered 2002-2003. Staff.]

SINHA 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Southeast Asian Languages

[LING 653-654 Seminar in Southeast Asian Linguistics

653, fall; 654, spring. 4 credits each term. Prerequisite: permission of instructor. Language 653 isn't a prerequisite for Language 654. Not offered 2002-2003. J. Wolff.

Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

[LING 655-656 Seminar in Austronesian Linguistics (also LING 655-656)]

655, fall; 656, spring. 4 credits each term. Prerequisites: for 655, permission of instructor, for 656, Language 655. Not offered 2002-2003. J. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.]

Tagalog

TAG 121-122 Elementary Tagalog

121, fall; 122, spring. 4 credits each term. Prerequisite: for TAG 122, TAG 121. T. Savella.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

TAG 123 Continuing Tagalog

Fall. 4 credits. *Provides language qualification.* Prerequisite: TAG 122 or equivalent. Satisfactory completion of TAG 123 fulfills the qualification portion of the language requirement. T. Savella.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings; and sharpens listening skills.

TAG 205-206 Intermediate Tagalog @

205, fall; 206, spring. 3 credits each term. *TAG 205 provides language proficiency.* Prerequisites: for TAG 205, TAG 123 or equivalent; for TAG 206, TAG 205 or equivalent. T. Savella.

This course develops all four skills: reading, writing, speaking, and comprehension.

TAG 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. T. Savella.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Thai

THAI 101-102 Elementary Thai

101, fall; 102, spring. 6 credits each term.

THAI 102 provides language qualification. Prerequisite: for THAI 102, THAI 101 or equivalent. Intended for beginners or students placed by examination.

N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

THAI 201-202 Intermediate Thai Reading @

201, fall; 202, spring. 3 credits each term.

THAI 201 provides language proficiency. Prerequisites: for THAI 201, THAI 102; for THAI 202, THAI 201 or equivalent. N. Jagacinski.

Continuing instruction in spoken and written Thai.

THAI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.

THAI 203 provides language proficiency. Prerequisites: for THAI 203, THAI 102; for THAI 204, THAI 203.

N. Jagacinski.

Intermediate instruction in spoken and written grammar and reading comprehension.

THAI 301-302 Advanced Thai

301, fall; 302, spring. 4 credits each term.

Prerequisite: THAI 202 or equivalent. N. Jagacinski.

Selected readings in Thai writings in various fields.

THAI 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. N. Jagacinski.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

THAI 303-304 Thai Literature @

303, fall; 304, spring. 4 credits each term.

Prerequisite: THAI 302 or equivalent. N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.

THAI 401-402 Directed Individual Study

401, fall; 402, spring. 4 credits each term.

For advanced students or students with special problems or interests. Prerequisite: permission of instructor. N. Jagacinski.

Urdu

See listings under HINDI/ASIAN 125.

Vietnamese

VIET 101-102 Elementary Vietnamese

101, fall; 102, spring. 6 credits each term.

VIET 102 provides language qualification. Prerequisite: for VIET 102, VIET 101 or equivalent. Intended for beginners or

students placed by examination. Satisfactory completion of VIET 102 fulfills the qualification portion of the language requirement. T. Tranviet.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

VIET 201-202 Intermediate Vietnamese @
201, fall; 202, spring. 3 credits each term.

VIET 201 provides language proficiency.

Prerequisites: for VIET 201, VIET 102 or equivalent; for VIET 202, VIET 201.

T. Tranviet.

Continuing instruction in spoken and written Vietnamese.

VIET 203-204 Intermediate Vietnamese Composition and Reading @
203, fall; 204, spring. 3 credits each term.

VIET 203 provides language proficiency.

Prerequisite: permission of instructor only.

T. Tranviet.

Designed for students and "native" speakers of Vietnamese whose speaking and listening are at the advanced level, but who still need to improve writing and reading skills.

VIET 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor.

T. Tranviet.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

VIET 301-302 Advanced Vietnamese

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for VIET 301, VIET 202 or permission of instructor; for VIET 302, VIET 301. T. Tranviet.

Continuing instruction in spoken and written Vietnamese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

VIET 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. Intended for advanced students. T. Tranviet.

Various topics according to need.

Vietnamese Literature

[VTLIT 222-223 Introduction to Classical Vietnamese @ #

222, fall; 223, spring. 3 credits. *VTLIT 222 provides language proficiency.* Prerequisite: qualification in Vietnamese or permission of instructor. Not offered 2002-2003. K. Taylor.

This is a two-semester sequence of courses introducing students to Han (Classical Chinese as used in the Vietnamese language) and Nom (vernacular Vietnamese character writing). Students learn to read Han and Nom texts, mostly from the seventeenth through nineteenth centuries, including historical records, prose writings, and poetry.]

[VTLIT 224 Continuing Classical Vietnamese @ #

Fall. 3 credits. Not offered 2002-2003.

K. Taylor.

This course continues study for students who have completed VTLIT 222-223 "Introduction to Classical Vietnamese."]

Related Courses in Other Departments and Colleges

Check the primary department section for the offering status of the following courses. Courses in other colleges will count as College of Arts and Sciences credit only for Asian Studies majors.

Asia/General Courses

ANTHRO 374 Human Palaeontology

AEM 464 Economics of Agricultural Development (also ECON 464)

AEM 667 Topics in Economic Development (also ECON 770)

COMM 424/624 Communication in the Developing Nations

ECON 473 Economics of Export-Led Development

[GOVT 349 Political Role of the Military]

[GOVT 648 Graduate Seminar in Political Economy of Change: Rural Development in the Third World]

GOVT 674 Theory and Practice of Nationalism

HIST 190 Introduction to Asian Civilization

HIST 495 Kings and States: Asian Models

ART H 280 Introduction to Art History: Approaches to Asian Art

ILRIC 637 Labor Relations in Asia

R SOC 205 Rural Sociology and International Development

China—Area Courses

ANTHR 655 East Asia: Readings in Specific Problems

ECON 469 Economy of China

ECON 772 Economics of Development

GOVT 334 Political Economy of East Asia

GOVT 347 Government and Politics of China

GOVT 382 International Relations of East Asia

GOVT 391 Chinese Foreign Policy

GOVT 437 Contemporary China: Society and Politics

[GOVT 438 Contemporary China: Political Economy]

GOVT 449/749 Politics and Magic: Popular Religion and Political Power in China

GOVT 642 Comparative Political Economy: East and Southeast Asia

GOVT 645 Chinese Politics

HIST 243 China and the West before Imperialism

HIST 293 History of China up to Modern Times

HIST 294 China in Modern Times

HIST 492 Undergraduate Seminar in Medieval Chinese History

HIST 493/693 Problems in Modern Chinese History

HIST 791-792 Seminar in Medieval Chinese History

ART H 380 Introduction to the Arts of China

ART H 481 The Arts in Modern China

Japan—Area Courses

ANTHR 345 Japanese Society

ANTHR 655 East Asia: Readings in Specific Problems

ARCH 339 Elements, Principles, and Theories in Japanese Architecture

GOVT 346 Modern Japanese Politics

GOVT 382 International Relations of East Asia

GOVT 439 Japan in International Politics

GOVT 642 Comparative Political Economy: East and Southeast Asia

[HIST 230 Japan and the Pacific War]

HIST 297/497 Japan Before 1600

HIST 328 State, Society, and Culture in Modern Japan

HIST 420 Tale of Genji in Historical Perspective

HIST 489 Seminar in Modern Japanese History

HIST 798 Seminar in Japanese Thought

ILRRH 656 International Human Resource Management

[MUSIC 481 Japanese Music: Style and Tradition]

South Asia—Area Courses

[ANTHR 275 Human Biology and Evolution (also BIOES 275 and NS 275)]

[ANTHR 321 Sex and Gender]

ANTHR 339 Peoples and Cultures of the Himalayas

[ANTHR 406 Culture of Lives]

[ANTHR 621 Sex and Gender]

ANTHR 640-641 South Asia: Readings in Specific Problems

[ANTHR 673 Human Evolution: History, Concepts, and Theory (also BIOES 673)]

ARCH 342 Architecture as a Cultural System

ARCH 441-442 Special Topics in Architectural Culture and Society

ARCH 445 Architecture and the Mythic Imagination

ARCH 446 Topics in Architecture, Culture, and Society

ARCH 447 Architectural Design and the Utopian Tradition

ARCH 647-648 Architecture in its Cultural Context I & II

ARCH 649 Graduate Investigations in Architecture, Culture, and Society

CRP 671 Seminar in International Planning

[ECON 475 Economic Problems of India]

HD 436 Language Development (also PSYCH 436 and LING 436)

HD 633 Seminar on Language Development

Southeast Asia—Area Courses

[ANTHR 322 Magic, Myth, Science, and Religion (also RELST 322)]

[ANTHR 335 People and Cultures of Mainland Southeast Asia]

- ANTHR 420 Development of Anthropology Thought
 [ANTHR 424 Anthropology Amongst Disciplines]
 [ANTHR 619 Anthropology Approaches to Study of Buddhism(s) in Asia]
 ANTHR 628 Political Anthropology: Indonesia
 ANTHR 634-635 Southeast Asia: Readings in Special Problems
 GOVT 642 Comparative Political Economy: East and Southeast Asia
 HIST 244 History of Siam and Thailand
 HIST 395 Southeast Asian History from the Eighteenth Century
 HIST 695 Early Southeast Asia: Graduate Proseminar
 HIST 696 Modern Southeast Asia: Graduate Proseminar
 HIST 795-796 Seminar in Southeast Asian History
 ART H 490 Art and Collecting: East and West
 MUSIC 245 Gamelan in Indonesian History and Cultures
 MUSIC 445-446 Cornell Gamelan Ensemble
 MUSIC 604 Ethnomusicology

ASIAN AMERICAN STUDIES PROGRAM

The Asian American Studies Program is a university-wide academic program housed administratively within the College of Arts and Sciences. Its aim is to promote teaching, research, and educational activities related to Asian Americans and to serve as a resource to the campus and regional communities. The program's undergraduate courses, offered within the program and cross-listed with departments in various colleges, meet distribution requirements and count toward a concentration in Asian American Studies. The program does not offer a graduate course of study, but students can undertake graduate work in Asian American Studies within selected disciplines of the university.

Undergraduate Concentration

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Asians in the hemispheric Americas. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least 15 units of credits as follows: (a) AAS 110 and two additional courses in Asian American Studies; (b) one course in Africana, American Indian, Latino Studies, or Women's Studies; and (c) one course in East Asian, South Asian, or Southeast Asian Studies. (*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must file an application for the concentration with the Asian American Studies Program.

Resource Center

The program's Asian American Studies Resource Center provides meeting space for the more than 40 undergraduate student organizations of the Cornell Asian Pacific

Student Union and the graduate student Asian Pacific American Graduate Association. It also holds a modest print collection of books, periodicals, and newspapers; a current news clip file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes as well as music CDs on the Asian American experience.

Research

The program encourages faculty and student research on Asian Americans by sponsoring guest lectures, conferences, film festivals, readings, and exhibits. It also funds research projects and student travel to conferences and research sites. The Asian American Studies Workshop is the program's principal research initiative, engaging Cornell's faculty and students with invited faculty from other universities in a year-long intensive study of selected themes.

Core Faculty

D. Chang, V. Munasinghe, S. Wong

Advisory Board

T. Chaloeintiarana (Southeast Asia Program), B. de Bary (Asian studies), S. Han (sociology), V. P. Kayastha (Kroch Library), J. V. Koschmann (history), V. Munasinghe (anthropology), V. Nee (sociology), N. Sakai (Asian studies), S. Samuels (English), A. M. Smith (government), K. W. Taylor (Asian studies), Wai-Kwong Wong (Gannett Health Center), S. Wong, director (English), D. Yeh (vice president student/academic services)

Courses

AAS 110 Introduction to Asian American Studies (III or IV)

Spring. 3 credits. This course can be used to satisfy either a social science or humanities distribution requirement.

D. Chang.

An interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage is given to both Hawaii and the U.S. mainland, and to Chinese, Filipinos, Hawaiians, Japanese, Koreans, South Asians and Southeast Asians.

AAS 213 Asian American History (III)

Fall. 4 credits.

For description, see HIST 263.

AAS 262 Asian American Literature (IV)

Spring. 4 credits. S. Wong.

For description, see ENGL 262.

AAS 303 Asians in the Americas: A Comparative Perspective (also ANTHR 303) (III)

Spring. 4 credits. V. Munasinghe.

The common perception of ethnicity is that this is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label Asians an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged

cultural and phenotypical characteristics? This course examines the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

[AAS 412 Undergraduate Seminar in Asian American History (also HIST 412) (III)]

Spring. 4 credits. Not offered 2002-2003. For description, see HIST 412. A reading and research seminar that covers various topics in Asian American history.]

[AAS 438 Immigration and Ethnic Identity (III)]

Spring. 4 credits. Not offered 2002-2003. For description, see SOC 438.]

[AAS 478 Self and Nation in Asian-American Literature (also ENGL 478) (IV)]

4 credits. Not offered 2002-2003.

A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry, and drama by Chinese American, Filipino American, Japanese American, and Korean American writers, we ask questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, and David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, and David Mura.]

AAS 453 Twentieth-Century Women Writers of Color

Fall. 4 credits.

This course explores a range of writing—novels, stories, poems, essays—by American women writers of color in the twentieth century. We look at how these writings articulate concerns with language, home, mobility, and memory, and at how the work is informed by the specificities of gender, race, region, and class. Readings may include works by Joy Harjo, Leslie Marmon Silko, Sandra Cisneros, Theresa Hak Kyung Cha, Sigrid Nunez, Jamaica Kincaid, Maxine Hong Kingston, and Gwendolyn Brooks, Ann Petry, Carolivia Herron, Shani Mootoo, Helena Maria Viramontes.

AAS 495 Independent Study

Fall or spring. 1-4 credits.

Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

ASTRONOMY

J. F. Veverka, chair (312 Space Sciences Building, 255-3507); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building 255-0610); J. F. Bell, J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, S. S. Eikenberry, E. E. Flanagan, P. J. Gierasch, R. Giovanelli, P. F. Goldsmith, T. L. Herter,

J. R. Houck, D. Lai, R. V. E. Lovelace, P. D. Nicholson, C. J. Salter, S. W. Squyres, G. J. Stacey, Y. Terzian, S. A. Teukolsky, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit, E. E. Salpeter

Cornell's astronomy faculty, research staff, graduate, and undergraduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California. Several members of the department faculty are also Principal Investigators on major NASA space and planetary exploration missions.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. Among the introductory courses, several choices are available, depending on background and on the requirements to be fulfilled. The 100-level courses are designed primarily for nonscience majors. The alternative introductory sequence Astronomy 211–212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. Astronomy 201 and 202 are intended for students with an interest in astronomy but no scientific background; they are topical rather than survey-oriented. Astronomy 332 is designed for physical science and engineering majors as an introduction to astrophysics. Other courses at the 200 and 300 levels may appeal to students of various backgrounds and interests, as indicated in the individual course descriptions.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuentres Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult faculty members about career plans or choice of courses.

The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, students normally elect the introductory physics sequence PHYS 112–213–214 or 116–217–218 and the complementary pathway in mathematics, MATH 111–122–221–222 or 191–192–293–294 (or equivalent). Students who anticipate undertaking graduate study are urged to elect the honors physics sequence PHYS 116–217–218–318–327 if possible. The sophomore seminar, ASTRO 233 "Topics in Astronomy and Astrophysics," provides an introduction to

current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy. ASTRO 234 is designed to give students hands-on experience with the methods of analysis, visualization, and simulation needed in astrophysical research. Acceptance to the major is first considered after completion of three semesters of introductory physics and mathematics and in general requires a GPA of 3.2 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

PHYS 314 or 318, 316, 323 or 327, 341 and 443

A&EP 321–322 (or equivalent, e.g. MATH 420 and 422)

ASTRO 410, 431, and 432.

Upon consent of the major adviser, students interested in planetary studies may substitute appropriate advanced courses or may pursue an independent major under the program in the Science of Earth Systems. Majors are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 300 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects under the course ASTRO 440 or to apply to a variety of programs at Cornell, Arecibo, and elsewhere that offer undergraduates summer employment as research assistants. Nearly all undergraduate majors and concentrators become involved in research projects in the junior and senior years.

Students whose interest in astronomy is sparked somewhat late in their undergraduate career are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

Honors. A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

Double majors. A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

Concentration. The concentration in astronomy for other majors normally requires 12 credits, at least eight of which must be at the 300 level or above. ASTRO 233 and 234 are recommended for sophomores planning to concentrate in astronomy.

Distribution Requirement

All courses in astronomy, except ASTRO 233 and 234, may be used to fulfill the science distribution requirement in the College of Arts and Sciences.

Courses

ASTRO 101 The Nature of the Universe (I)

Fall. 4 credits. No prerequisites. Labs limited to 18 students each and discussions limited to 30 students each. T. Herter, labs: G. Stacey.

This course introduces students to the cosmos. The birth, evolution, and death of stars, the formation of the chemical elements, and the nature of white dwarfs, neutron stars, and black holes are discussed. An introduction to the theories of special relativity and general relativity is given. The course covers the search for other worlds outside the solar system and the possible existence of life and intelligence elsewhere in the universe. Modern theories of cosmology are presented, and the origin, structure, and fate of the universe are discussed. Most of the course notes as well as sample exams and simulations are made available on the web.

ASTRO 102 Our Solar System (I)

Spring. 4 credits. Labs limited to 18 students each; discussions limited to 30 students each. J. Bell/S. Squyres; labs: G. Stacey.

The past few decades have seen incredible advances in the exploration of our solar system. In this course students learn about the current state and past evolution of the Sun and its family of planets, moons, asteroids, and comets. The course emphasizes images and other data obtained from current and past NASA space missions and how these data provide insights about the important processes that have shaped the evolution of solar system objects. General astronomical concepts relevant to the study of the solar system are also discussed. Critical focus is on developing an understanding of the Earth as a planetary body and discovering how studies of other planets and satellites influence models of the climatic, geologic, and biologic history of our home world. Other topics covered include impact hazards, the search for life in the solar system, and future missions.

ASTRO 103 The Nature of the Universe (I)

Fall. 3 credits. T. Herter.

Identical to ASTRO 101 except for omission of the laboratory (see description above).

ASTRO 104 Our Solar System (I)

Spring. 3 credits. J. Bell/S. Squyres.

Identical to ASTRO 102 except for omission of the laboratory.

ASTRO 105 An Introduction to the Universe (I)

Summer. 3 credits. J. Harrington.

How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will we catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

ASTRO 106 Essential Ideas in Relativity and Cosmology (I)

Summer. 3 credits. Prerequisites: high school algebra and trigonometry. R. A. Saenz.

An explanation of Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time. Correspondence to, and conflicts with, common sense. Applications to various areas in special

relativity space travel, the equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun and in general relativity (motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed).

ASTRO 107 An Introduction to the Universe (I)

Summer. 4 credits. J. Harrington.
Identical to ASTRO 105 except for the addition of the afternoon laboratory that emphasizes mathematical problem-solving. This option is recommended for potential majors in science and engineering.

ASTRO 195 Observational Astronomy (I)

Fall. 3 credits. Limited to 24 students.
G. Stacey.
This course provides a "hands-on" introduction to observational astronomy intended for liberal arts students at the freshman and sophomore level. High school mathematics is assumed, but otherwise there are no formal prerequisites. The course objective is to teach how we know what we know about the universe. The course is set up with two lectures and one evening laboratory per week. Not all of the evening sessions will be used. Planned exercises include five or six observational labs (star gazing with binoculars and small telescopes, telescopic observations and CCD imaging of star clusters, nebulae, and the planets, solar observations, radio observations of the Milky Way Galaxy), plus a selection of exercises from the following: experiments in navigating by the stars; construction and use of simple instruments such as optical spectrometers and sun dials; laboratory spectroscopy; experiments in planetary cratering; collection and study of micrometeorites; computer simulations of the orbits of planets and their satellites; and cosmological explorations using data from the Hubble Space Telescope available on the web.

ASTRO 201 Our Home in the Universe (I)

Fall. 3 credits. Assumes no scientific background. Course intended for freshmen and sophomores. R. Giovanelli, M. Haynes.
A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Several main themes are covered over the course of the semester: the evolution of our view of the sky from that of ancient cultures to that of space telescopes; the death of stars and the formation of black holes; dark matter and the structure of galaxies; and the origin, evolution, and fate of the universe. We present a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

ASTRO 202 Our Home in the Solar System (I)

Spring. 3 credits. Prerequisite: some background in science is required. Course intended for freshmen and sophomores.
J. Veverka.
This writing course is designed to develop an understanding of our home planet as a member of a diverse family of objects in our solar system. Discussion centers on how studies of other planets and satellites have broadened our knowledge and perspective of Earth, and vice versa. We study, debate, and learn to write critically about important issues

in science and public policy that benefit from this perspective. Topics discussed include global warming, the impact threat, the searches for extrasolar planets and extraterrestrial intelligence and the exploration of Mars.

ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology (I)

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores. Prerequisite: introductory calculus or coregistration in MATH 111 or 191 or consent of instructor. J. Houck.
The topics to be discussed include the following: the formation and evolution of normal and extreme stars, the structure and evolution of galaxies, and cosmology.

ASTRO 212 The Solar System: Planets, Satellites, and Rings (I)

Spring. 4 credits. Intended for first and second year engineering and physical sciences students. Prerequisite: introductory calculus or coregistration in MATH 111 or 191; some knowledge of classical physics (mechanics and thermodynamics).
D. Campbell.

An introduction to the solar system, with emphasis on the application of simple physical principles. Topics include: the Sun, nucleosynthesis of the elements, radioactive dating, seismology and planetary interiors, planetary surfaces and atmospheres including greenhouse models, orbital mechanics and resonances, interrelations between meteorites, asteroids and comets, the Jovian planets, icy moons and ring systems, and the search for extra-solar planets.

ASTRO 233 Topics in Astronomy and Astrophysics

Fall. 2 credits. Prerequisites: co-registration in PHYS 213 and MATH 112, 122 or 192 OR permission of instructor. Enrollment is limited to 15 students. Intended for sophomores planning to major in astronomy or related fields. M. Haynes, D. Campbell.

Topics may change yearly. The fall 2002 course will be offered as a Knight sophomore seminar and will explore the theme: "From Planets to Galaxies: The Origin of Cosmic Structures". Emphasis is placed on understanding both the context and the methodology of such issues as the search for extrasolar planets, interstellar chemistry and the influence of environment on galaxy evolution. While not restricted to sophomores, this course is intended to offer students, especially sophomores, an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context.

ASTRO 234 Modern Astrophysical Techniques

Spring. 2 credits. Prerequisites: 2 semesters of introductory physics and 2 semesters of calculus plus ASTRO 233 or permission of instructor. Some experience with computer programming expected. Intended for sophomores majoring or concentrating in astronomy or related fields. S. Eikenberry.
The course reviews the basic techniques employed in astrophysical research, both observational and theoretical, to explore the universe. Basic methods and strategies of data acquisition and image and signal processing are discussed. Students gain hands-on experience with visualization techniques and methods of error analysis, data fitting, and numerical simulation. Exercises address the processes by which astrophysicists piece

together observations made with today's foremost astronomical instruments to solve questions concerning the origin of planets, stars, galaxies, and the universe itself.

ASTRO 280 Space Exploration (I)

Fall. 3 credits. S. Squires.
This course provides an overview of space science, with particular emphasis on the solar system, and a detailed examination of a few selected objects, including the planet Mars, the satellites in the outer solar system, and comets. The focus is on methods of collecting information and especially on spacecraft and space missions. Topics include the design and limitations of instruments. Ethical and political questions associated with space exploration are discussed. Intended for students with an interest in science, technology, and associated policy issues. No special background in physical sciences, math, or engineering is assumed.

[ASTRO 290 Relativity and Astrophysics (I)]

Spring. 4 credits. Prerequisites: knowledge of freshman physics, calculus, and geometry. Not offered 2002-2003.
I. Wasserman.

This course provides a geometrically based introduction to special and general relativity, followed by consideration of astrophysical applications. Includes discussion of tests of Einstein's theory of space, time, and gravitation; the physics of white dwarfs, neutron stars, and black holes; an introduction to modern cosmology.]

ASTRO 299 Search for Life in the Universe (I)

Spring. 4 credits. Prerequisites: 2 courses in any physical science subject or permission of instructors. J. Cordes, Y. Terzian.

The contents of the universe is surveyed. Theories of cosmic and stellar evolution, and of the formation and evolution of planetary systems, planetary atmospheres, and surfaces are reviewed. Questions regarding the evolution of life and the development of technology are discussed. Methods to detect extraterrestrial life with emphasis on radio telescopes and associated instrumentation are presented. Hypothetical communication systems are developed and discussed.

ASTRO 310 Planetary Imaging Processing (I)

Fall. 3 credits. Prerequisites: two semesters of introductory physics and some experience with computer programming expected. Intended for sophomores or juniors majoring or concentrating in astronomy or related fields. J. Bell.
This course reviews the basic techniques employed in the collection and processing of spacecraft images of planets, moons, rings, asteroids, and comets, from both the observational and theoretical perspectives. Students gain hands-on experience with digital image manipulation, including visualization, calibration, statistics, and error analysis. Specific examples involve the processing and analysis of imaging data from missions like Voyager, Clementine, Galileo, NEAR, Mars Pathfinder, Mars Global Surveyor, and the Hubble Space Telescope. Exercises encompass the range of techniques used by planetary scientists to acquire and process spacecraft data that are then used to address questions on the geology, composition, and evolution of solar system bodies.

ASTRO 331 Climate Dynamics (also EAS 331) (I)

Fall. 4 credits. Prerequisite: MATH 112 or 192 or equivalent or instructor's approval. K. Cook, P. Gierasch.

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics. Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

ASTRO 332 Elements of Astrophysics (I)

Spring. 4 credits. Prerequisites: MATH 112, 122, 192, or equivalent. PHYS 213 or 217. TBA.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Covers: physical laws of radiation; distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis; supernovae, pulsars, and black holes; galaxies and quasars. Introduction to cosmology. Mainly intended for students of science, engineering, and science education interested in astronomy and astrophysics.

ASTRO 342 Atmospheric Dynamics (also EAS 342) (I)

Spring. 3 credits. Prerequisites: one year each of calculus and physics. K. H. Cook, P. J. Gierasch.

An introduction to the basic equations and techniques used to understand motion in the atmosphere, with an emphasis on the space and time scales typical of storm systems (the synoptic scale). The governing equations of atmospheric flow are derived from first principles and applied to middle latitude and tropical meteorology. Topics include balanced flow, atmospheric waves, circulation, and vorticity.

ASTRO 410 Experimental Astronomy (I)

Fall. 4 credits. Prerequisites: PHYS 214/8 (or 310 or 360), PHYS 323/7 (or coregistration) or permission of instructor. J. Houck, S. Eikenberry, J. Cordes.

Observational astrophysics. Major experiments involve techniques in CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, radiometry, radio spectroscopy and radio astronomy. The experiments involve use of the Hartung-Boothroyd Observatory's 24-inch telescope, a laboratory two-element radio interferometer, and a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and data analysis as applied to celestial phenomena: asteroids, normal stars, supernova remnants, globular clusters, planetary nebulae, the interstellar medium, OH masers, and galaxies.

ASTRO 431 Introduction to Astrophysics and Space Sciences (I)

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; PHYS 443 is recommended. I. Wasserman.

A systematic development of modern astrophysical concepts for physical science majors. Stellar structure and evolution, stellar atmospheres, compact objects (white dwarf, neutron star, and black holes), planets, and brown dwarfs. Current research problems in these areas are introduced along the way. The emphasis is on using fundamental physics

principles to explain astronomical phenomena. A variety of physics, including elements of general relativity, nuclear physics, solid state physics and fluid mechanics, are introduced or reviewed in a quick, practical fashion and put into use in solving astrophysics puzzles.

ASTRO 432 Introduction to Astrophysics and Space Sciences II (I)

Spring. 4 credits. Prerequisite: ASTRO 431 or permission of instructor. D. Chernoff.

This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section covers thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. The cosmology section includes expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements.

[ASTRO 434 The Evolution of Planets (I)]

Spring. 4 credits. Not offered 2002–2003. Staff.]

ASTRO 440 Independent Study in Astronomy

Fall or spring. 2–4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in ASTRO 332, 431, or 434.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 610 Space Sciences Building.

ASTRO 490 Senior Seminar Critical Thinking (I)

Fall. 3 credits. No prerequisites. Y. Terzian. Critical thinking in scientific and nonscientific contexts. Topics include elements of classical logic, including standards of evidence and paradoxes. Case studies include examples of competing hypotheses in the history of science, as well as examples from borderline sciences. Stress will be put on creative generation of alternative hypotheses and their winnowing by critical scrutiny. Topics include the nature and history of the universe, the nature of time, the nature of reality, the possibilities of life on other planets, and artificial intelligence. The course includes debates by the students.

ASTRO 509 General Relativity (also PHYS 553)

Fall. 4 credits. Prerequisite: knowledge of special relativity and methods of dynamics at the level of *Classical Mechanics* by Goldstein. J. York.

A systematic introduction to Einstein's theory using both modern and classical methods of computation. Topics include review of special relativity, differential geometry, foundations of general relativity (GR), laws of physics in the presence of gravitational fields, GR as a dynamical theory, experimental tests of GR. At the level of *Gravitation* by Misner, Horne, and Wheeler.

ASTRO 510 Applications to General Relativity (also PHYS 554)

Spring. 4 credits. Prerequisite: ASTRO 509. J. York.

A continuation of ASTRO 509 that emphasizes applications to astrophysics and cosmology. Topics include: relativistic stars, gravitational collapse and black holes, gravitational waves

and cosmology, use of dynamics to formulate astrophysical and cosmological computations.

ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also PHYS 525)

Spring. 4 credits. The minimum prerequisites for this course are all of the physics at the upper division undergraduate level.

Compact objects (neutron stars, black holes and white dwarfs) are the endpoints of stellar evolution. They are responsible for some of the most exotic phenomena in the universe including: supernova explosion, radio pulsars, bright X-ray binaries, magnetars, gamma-ray bursts, and so on. Supermassive black holes also lie at the heart of the violent processes in active galactic nuclei and quasars. The study of compact objects allows one to probe physics under extreme conditions (high densities, strong magnetic fields, and gravity). This course surveys the astrophysics of compact stars and related subjects. Emphasis is on the application of diverse theoretical physics tools to various observations of compact stars. There are no astronomy or general relativity prerequisites. At the level of *Physics of Black Holes, White Dwarfs, and Neutron Stars* by Shapiro and Teukolsky.

[ASTRO 516 Galactic Structure and Stellar Dynamics]

Fall. 4 credits. Not offered 2002–2003. D. Chernoff.

This course is an introduction to the study of the structure of galaxies via the laws of modern physics. Topics include the observed kinematics and spatial distribution of stars in the vicinity of the Sun, shapes and properties of stellar orbits, the gravitational N-body problem, collisional relaxation in stellar systems, spiral structure, galaxy classification and evolution, and cosmological results in galaxy formation.]

[ASTRO 520 Radio Astronomy]

Fall. 4 credits. Not offered 2002–2003. D. Campbell, P. Goldsmith.

Covers radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.]

ASTRO 523 Signal Modeling, Statistical Inference, and Data Mining in Astronomy

Spring. 4 credits. J. Cordes.

The course aims to provide tools for modeling and detection of various kinds of signals encountered in the physical sciences and engineering. Data mining and statistical inference from large and diverse databases are also covered. Experimental design is to be discussed. Basic topics covered include: probability theory; Fourier analysis of continuous and discrete signals; digital filtering; matched filtering and pattern recognition; spectral analysis; Karhunen-Loeve analysis; wavelets; parameter estimation; optimization techniques; Bayesian statistical inference; deterministic, chaotic, and stochastic processes; image formation and analysis; maximum entropy techniques. Specific applications are chosen from current areas of interest in astronomy, where large-scale surveys throughout the electromagnetic spectrum and using non-electromagnetic signals (e.g., neutrinos and gravitational waves) are ongoing and anticipated. Applications are also chosen from topics in geophysics, plasma physics, electronics, artificial intelligence, expert systems, and genetic

programming. The course is self-contained and is intended for students with thorough backgrounds in the physical sciences or engineering.

[ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy]

Spring. 4 credits. Not offered 2002-2003.
T. Herter, G. Stacey.

Optical/infrared and submillimeter telescopes and instrumentation are discussed and related to current research in these fields. The course includes telescope design and general optical design (ray tracing). CCD, photoconductor, photovoltaic, bolometer, impurity band conduction, and heterodyne detection systems are presented. The instrumentation discussion includes general instrument design and specific applications to cameras, spectrographs, and interferometers. Detection limits of various systems, cryogenic techniques, and astronomical data analysis techniques are also discussed. Special topics include speckle interferometry and adaptive optics.]

[ASTRO 530 Astrophysical Processes]

Spring. 4 credits. Not offered 2002-2003.
D. Lai.

Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies, and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering are covered, as well as spectral line transfer, gas heating and cooling, and topics in atomic and molecular spectroscopy. These topics are discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.]

ASTRO 555 Theory of the Interstellar Medium

Fall. 4 credits. D. Chernoff, P. Goldsmith, J. Cordes, Y. Terzian.

Covers global theories of the interstellar medium-mass and energy exchange between the different phases; the role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy; basic astrophysical fluids and plasmas; galactic dynamics; and observation techniques, current problems and results.

ASTRO 560 Theory of Stellar Structure and Evolution (also PHYS 667)

Fall. 4 credits. D. Lai.

This course is intended to provide a systematic development of stellar astrophysics, both theory and observations. Topics include: hydrostatic equilibrium; equation of state; radiation transfer and atmospheres; convection and stellar turbulence; nuclear burning and nucleosynthesis; solar neutrinos; star formation; pre-main sequence stars; brown dwarfs; end states of stellar evolution (white dwarfs, neutron stars and black holes); supernovae; interacting binary stars; stellar rotation and magnetic fields; stellar pulsations; winds and outflows. The prerequisites for the course are all undergraduate level physics. Though helpful, no astronomy background is required.

[ASTRO 570 Physics of the Planets]

Fall. 4 credits. Not offered 2002-2003.
P. Nicholson.

An introductory survey of planetary science with an emphasis on the application of physical principles. Planetary dynamics, including satellite orbits, tidal interactions,

resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, heat sources, and rotational mechanics. Physics of planetary atmospheres, including radiative transfer, convection, and thermal structure. Important observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made by spacecraft, are discussed. Intended for graduate students and seniors in astronomy, physics, and engineering.]

[ASTRO 571 Mechanics of the Solar System (also T&AM 673)]

Spring. 3 credits. Not offered 2002-2003.
J. Burns.]

[ASTRO 579 Celestial Mechanics]

Fall. 3 credits. Not offered 2002-2003.
For description, See T&AM 672.]

ASTRO 590 Galaxies and the Universe

Spring. 4 credits. R. Giovanelli, T. Herter.
The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters, and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.

[ASTRO 599 Cosmology (also PHYS 599)]

Fall. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory. Not offered 2002-2003. I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics include observational overview; growth of irregularities, galaxy formation, and clustering; big bang cosmology, recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Principles of Physical Cosmology*.]

[ASTRO 620 Seminar: Advanced Radio Astronomy]

Fall. 2 credits. Prerequisites: some background in astronomical spectroscopy suggested. Open to advanced undergraduates by permission of instructor. Not offered 2002-2003.]

[ASTRO 621 Seminar: Planetary Radar Astronomy]

Spring. 3 credits. Prerequisites: intended for graduate students and upper-level undergraduates in astronomy, engineering, and geology. A good background in undergraduate mathematics and physics is required. Not offered 2002-2003.
D. Campbell.

The application of radar to the study of the surfaces of planets, planetary satellites, asteroids, and comets. Topics covered target detectability and the specification of the needed antennas, transmitters, and receiving systems; data processing techniques; imaging techniques including delay-Doppler imaging, synthetic aperture radar (SAR) and interferometric SAR; target characterization from cross section, scattering laws and polarization measurements; results from earth-based and spacecraft radar observations of Mercury, Earth, the Moon, Mars, the satellites of Jupiter, the rings of Saturn, asteroids, and comets.]

ASTRO 640 Advanced Study and Research

Fall or spring. Credit TBA.
Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 610 Space Sciences Building.

ASTRO 651 Atmospheric Physics (also EAS 651)

Fall. 3 credits. K. Cook, S. Colucci, P. Gierasch.
For description, see SCAS 651.

ASTRO 652 Advanced Atmospheric Dynamics (also SCAS 652)

Spring. 3 credits. S. Colucci, K. Cook, P. Gierasch.
For description, see SCAS 652.

[ASTRO 660 Cosmic Electrodynamics (also A&EP 608)]

Spring. 2 credits. Not offered 2002-2003.]

ASTRO 671 Seminar: Comets

Fall. 3 credits. J. Veverka.
Current knowledge of the chemistry and physical state of comets will be reviewed, as well as the role of comets in the evolution of earthlike planets. Emphasis is placed on the science return expected from upcoming missions to comets, including Stardust, CONTOUR, Deep Impact, and Rosetta.

[ASTRO 673 Seminar: Planetary Atmospheres]

Spring. 2 credits. Not offered 2002-2003.
P. Gierasch.

This course deals with motions in planetary atmospheres. Among the topics discussed are the Venus general circulation, dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.]

[ASTRO 690 Seminar: Computational Astrophysics (also PHYS 680)]

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN. Not offered 2002-2003. Staff.]

[ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also PHYS 665)]

Fall. 2 credits. Not offered 2002-2003. Staff.]

[ASTRO 699 Seminar: Observational High Energy Physics]

Spring. 2 credits. ASTRO 511 (PHYS 525) is strongly recommended as a co- or prerequisite. Not offered 2002-2003. Staff.]

BIOLOGICAL SCIENCES

Biology is a popular subject at many universities for a variety of reasons: it is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is available to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services

provided by the Office of Undergraduate Biology, 216 Stimson Hall, are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; computational biology; ecology and evolutionary biology; general biology; genetics and development; insect biology; microbiology; molecular and cell biology; neurobiology and behavior; nutrition; plant biology; and systematics and biotic diversity. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum, see the section in this catalog on Biological Sciences.

BIOLOGY AND SOCIETY MAJOR

J. V. Reppy, director of undergraduate studies, colleges of Arts and Sciences and Agriculture and Life Sciences and Human Ecology; N. Breen, advising coordinator, College of Human Ecology; D. Gurak, advising coordinator, College of Agriculture and Life Sciences; E. Adkins-Regan, D. Bates, B. Bedford, R. Boyd, T. Brenna, R. Calvo, R. Canfield, S. Ceci, B. Chabot, C. C. Chu, P. Dear, M. Dennis, R. Depue, C. Eberhard, G. W. Feigenson, J. Fortune, C. Geisler, C. Greene, H. Greene, J. Haas, A. Hedge, S. Hilgartner, H. C. Howland, K. A. R. Kennedy, R. Kline, B. Knuth, A. Lemley, D. Levitsky, B. Lewenstein, B. A. Lewis, M. Lynch, H. Miallet, A. Netravali, N. Noy, S. K. Obendorf, L. Palmer, P. Parra, A. Parrot, M. Pfeffer, T. Pinch, A. G. Power, W. Rovine, S. Robertson, E. Rodriguez, M. Rossiter, J. Shanahan, M. Small, V. Utermohlen, E. Wethington. Emeritus: U. Bronfenbrenner, J. Fessenden MacDonald, J. Mueller, D. Pimentel, J. M. Stycos

The Biology & Society major is suited for students who wish to combine training in biology with perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing a foundation in biology, Biology & Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major, which involves faculty from throughout the university, is offered by the Department of Science & Technology Studies. Students in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences are eligible for the major. The major is coordinated for students in all colleges through the Biology & Society Office. Students can get information, specific course requirements, and application procedures for the major from the Biology & Society office in 275 Clark Hall, 255-6047.

Because the major is multidisciplinary, students must attain a basic understanding of the several disciplines it comprises. The curriculum includes courses in ethics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development;

biochemistry and molecular-cell biology; ecology; evolutionary biology), as well as integrative courses offered through Biology & Society. Majors are required to take a core course and must develop a theme, an intellectually coherent grouping of courses representative of their special interest in biology and society. Recommended themes in the Biology & Society major include biology, behavior, and society; biology and human population; biology and public policy; environment and society; and health and society. Students may also develop their own individually tailored themes (which in recent years have included topics such as biotechnology and society and agriculture, environment, and society). In consultation with their faculty adviser, students select courses that meet the foundation and core course requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the Biology & Society office.

There are student advisers and faculty available (according to posted office hours or by appointment) in the Biology & Society offices, 275 Clark Hall or 278 Clark Hall, to answer questions and to provide assistance.

Admission to the Major

All students should have completed a year of college-level biology before submitting an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. Freshmen admitted to the Colleges of Agriculture and Life Sciences and Human Ecology as Biology & Society majors are considered to have been admitted to the major on a provisional basis, contingent on successful completion of the course sequence in introductory biology and submission of the application to the university major. The application includes (1) a one-page statement explaining the student's intellectual interests in the Biology & Society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling Biology & Society requirements, including courses already taken and those the student plans to take; and (4) a transcript of work completed at Cornell University (and elsewhere, if applicable) current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted upon satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably by the end of the first semester. Students who are considering the major may also find it beneficial to take S&TS 201, "What is Science?" in their freshman or sophomore year. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Nancy Breen, 205 Martha Van Rensselaer Hall, 255-1928.

Major Requirements

No single course may satisfy more than one major requirement. All courses must be taken for a letter grade.

1) Basic courses

A. BIO G 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society).

B. College calculus (one course):* MATH 106, 111, 112 or any higher level calculus.

Recommended but not required:
General chemistry (one year sequence) (prerequisite to biochemistry and other chemistry courses): CHEM 103-104, 206, 207-208, or 215-216.

2) **Foundation Courses** (should be completed by end of junior year). Foundation courses are intended to provide a broad introduction to methodology and theory in their area.

These courses must be above the 100-level, at least three credit hours, and taken for a letter grade.

A. Ethics: one course; B&SOC 205 (also S&TS 205) or B&SOC 206 (also S&TS 206, PHIL 246).*

B. Social sciences/humanities foundation: two courses; one from any two of the following subject areas: History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication.**

C. Biology foundation (breadth requirement): three courses; one each from three of the following subject areas: Ecology (BIO EE 261); Evolutionary Biology (BIO EE 278); Biochemistry, Molecular and Cell Biology (BIO BM, 330 or 331 or 333 or NS 320); Microbiology (BIO MI 290); Genetics and Development (BIO GD 281 or 282); Neurobiology and Behavior (BIO NB 221 or 222); Botany (BIO PL 241); and Anatomy and Physiology (BIO AP 311 or NS 341 but **NOT** BIO AP 212).

D. Biology foundation (Depth requirement): one biology course for which one of the above (2C) is a prerequisite.

E. Statistics: one course selected from MATH 171, ILRST 210, BTRY 301, AEM 210, SOC 301, PSYCH 350, ECON 319, CRP 223, PAM 210.

3) **Core Course** (one course)**. Should be completed by end of junior year.

B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 301); or S&TS 286: Science and Human Nature (also PHIL 286).

4) **Theme** (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least three credit hours, and taken for a letter grade. Choose these courses as follows:

A. Natural Science Issues/Biology Elective (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with introductory biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VTMED.

B. Humanities/social sciences electives** (two courses). Courses from the list of Senior Seminars may be used as theme electives if not used to meet another requirement, or select humanities or social sciences courses in consultation with the faculty adviser.

C. Senior Seminar** (One course taken senior year). Courses change yearly.

- * Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.

- ** Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, 4.B, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of science, philosophy of science, and ethics courses may be counted toward the humanities requirement for the major.

Independent Study

Projects under the direction of a Biology & Society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in B&SOC 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology & Society Office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented undergraduate students whose major is Biology & Society (B&SOC). Students who enroll in the honors program are expected, with faculty guidance, to do independent study and research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career.

Biology & Society majors are considered for entry into the honors program at the end of the second semester of the junior year. Application forms for the honors program are available in the Biology & Society office, 275 Clark Hall. The honors program is available to Biology & Society majors from the College of Arts and Sciences. Biology & Society majors in the Colleges of Human Ecology and Agriculture and Life Sciences must be selected by an honors committee within their college. To qualify for the Biology & Society honors program, students must have an overall Cornell cumulative grade-point average of at least 3.3, have formulated a research topic, and have found a project supervisor (with an academic appointment at Cornell) and another faculty member willing to serve as their advisers. At least one of these must be a member of the Biology & Society major. Applications will be reviewed by a committee headed by the director of undergraduate studies, who will notify students directly of

the outcome. Students will be permitted to register for the honors program only by permission of the department. Students must enroll for two semesters and may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 and 499, Honors Project I and II. They must attend the honors seminar during the fall semester. More information on the honors program is available in the Biology & Society Office, 275 Clark Hall (255-6047).

People to contact for Biology & Society Honors Information:

In Arts & Sciences: Judith Reppy, Director of Undergraduate Studies, jvr2@cornell.edu

In Agriculture & Life Sciences: David Pimentel, Faculty Representative to CALS Honors Committee, dp18@cornell.edu

In Human Ecology: Nancy Breen, Advising Coordinator, CHE, neb5@cornell.edu

Further Information

Professor Judith Reppy, Director of Undergraduate Studies, jvr2@cornell.edu

Professor Douglas Gurak, Advising Coordinator, College of Agriculture & Life Sciences, dtg2@cornell.edu

Dr. Nancy Breen, Advising Coordinator, College of Human Ecology, neb5@cornell.edu

Ms. Marta Weiner, Undergraduate Coordinator, msw8@cornell.edu

Biology & Society Advising Office, 275 Clark Hall; (607) 255-6047

Website: <http://www.sts.cornell.edu>

I. First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

II. Foundation Courses

A. *Ethics* (one course)

B&SOC 205 Ethical Issues in Health and Medicine (also S&TS 205) (IV)

Fall. 4 credits. Limited to 150 students. Not open to freshmen. S. Hilgartner.

In today's rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. We explore ethical questions that arise in a number of substantive contexts, including the doctor-patient relationship, medical decision making near the end of life, human experimentation, genetics and reproductive technology, public health, and the allocation of scarce resources.

B&SOC 206 Ethics and the Environment (also S&TS 206, PHIL 246) (IV)

Spring. 4 credits. Limited to 60 students.

Open to all undergraduates; permission of instructor required for freshmen. N. Sethi.

The aim of this course is to acquaint students with moral issues that arise in the context of the environment and environmental policy. Our concerns about the environment bring to our attention the importance of economic,

epistemological, legal, political and social issues in assessing our moral obligations to other humans and the natural world. Our attempt is then to explore how different factors come into play in defining our responsibilities to the environment and to examine the grounds for our environmental policy decisions. A background in basic ecology or environmental issues or ethics is helpful.

B. Social Sciences/Humanities Foundation (two courses, one from any two areas)

1. History of Science

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits. M. Rossiter.

For description, see S&TS 233.

S&TS 282 Science in Western Civilization (also HIST 282)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

S&TS 283 The Sciences in the Twentieth Century (also HIST 280)

Fall. 4 credits. M. Dennis.

For description, see S&TS 283.

S&TS 287 Evolution (also BIOEE 207, HIST 287)

Fall or summer. 3 credits. May not be taken for credit after BIOEE 278.

W. Provine.

For description, see BIOEE 207.

[S&TS 390 Science in the American Polity: 1800-1960 (also GOVT 308, AM ST 388)]

Fall. 4 credits. Not offered 2002-2003.

M. Dennis.

For description, see S&TS 390.]

[S&TS 433 Comparative History of Science]

Spring. 4 credits. Not offered 2002-2003.

M. Rossiter.

For description, see S&TS 433.]

S&TS 444 Historical Issues of Gender and Science (also WOMNS 444)

Spring. 4 credits. M. Rossiter.

For description, see S&TS 444.

2. Philosophy of Science

S&TS 201 What is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. S. Hilgartner.

For description, see S&TS 201.

S&TS 286 Science and Human Nature (also PHIL 286)

Spring. 4 credits. May be used to meet the philosophy of science requirement if not used to meet the core course requirement.

R. Boyd.

For description, see PHIL 286.

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381)

Fall. 4 credits. R. Boyd.

For description, see PHIL 381.

3. Sociology of Science

B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 301) (III)

Fall. 4 credits. May be used to meet the sociology of science requirement if not used to meet the core course requirement.
E. Toon.

See Core Courses for description.

B&SOC 442 Sociology of Science (also S&TS 442, SOC 442, CRP 442) (III)

Spring. 4 credits. H. Miale.

For description, see S&TS 442.

HD 452 Culture and Human Development

Fall. 3 credits. Q. Wang.

For description, see HD 452.

NS 245 Social Science Perspectives on Food and Nutrition

Fall. 3 credits. J. Sobal.

For description, see NS 245.

[R SOC 208 Technology and Society

Fall. 3 credits. Not offered 2002–2003.

C. Geisler.

For description, see R SOC 208.]

R SOC 220 Sociology of Health and Ethnic Minorities (also LSP 220)

Fall. 3 credits. P. Parra.

For description, see R SOC 220.

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. S. Hilgartner.

For description, see S&TS 201.

S&TS 311 The Sociology of Medicine

Spring. 4 credits. E. Toon.

For description, see S&TS 311.

S&TS 411 Knowledge, Technology, and Property

Spring. 4 credits. S. Hilgartner.

For description, see S&TS 411.

4. Politics of Science

B&SOC 406 Biotechnology and Law (also S&TS 406) (III)

Spring. 4 credits. L. Palmer.

For description, see S&TS 406.

B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407) (III)

Spring. 4 credits. M. Lynch.

For description, see S&TS 407.

CRP 380 Environmental Politics

Fall. 4 credits. R. Booth.

For description, see CRP 380.

PAM 230 Introduction to Policy Analysis

Fall. 3 credits. R. Avery.

For description, see PAM 230.

S&TS 324 Environment & Society (also R SOC 324, SOC 324)

Spring. 3 credits. C. Caron.

For description, see R SOC 324.

S&TS 391 Science in the American Polity: 1960–Now (also GOVT 309, AM ST 389)

Fall. 4 credits. M. Dennis.

For description, see S&TS 391.

S&TS 427 Politics of Environmental Protection in America (also GOVT 427)

Summer. 4 credits. S. Yearley.

For description, see S&TS 427.

5. Science Communication

COMM 260 Scientific Writing for Public Information

Fall or spring. 3 credits. Limited to 25 non-freshman or graduate students per section.
S. Conroe.

For description and prerequisites, see COMM 260.

COMM 421 Communication and the Environment

Spring. 3 credits. May be used in Foundation only if **not** taken as senior seminar.
J. Shanahan.

For description, see COMM 421.

S&TS 285 Communication in the Life Sciences (also COMM 285)

Spring. 3 credits. B. Lewenstein.

For description, see COMM 285.

S&TS 352 Science Writing for the Mass Media (also COMM 352)

Spring. 3 credits. B. Lewenstein.

For description and prerequisites, see COMM 352.

[S&TS 466 Communication of Science and Technology (also COMM 466)

Fall. 3 credits. Limited to 15 students. May be used in Foundation only if **not** taken as senior seminar. Not offered 2002–2003.
B. Lewenstein.

For description and prerequisites, see COMM 466.]

C. Biology foundation (breadth requirement): Three courses: one from three of the following subject areas:

1. Biochemistry, Molecular and Cell Biology

BIOBM 330 Principles of Biochemistry, Individual Instruction

Fall or spring. 4 credits. J. Blankenship, P. Hinkle, staff.

For description and prerequisites, see BIOBM 330.

BIOBM 331 Principles of Biochemistry: Proteins and Metabolism

Fall. 3 credits. May not be taken for credit after BIOBM 330 or 333. G. Feigenson.

For description and prerequisites, see BIOBM 331.

BIOBM 333 Principles of Biochemistry, Lectures

Summer. 4 credits. H. Nivison.

For description and prerequisites, see BIOBM 333.

NS 262 Nutrients and Cells

Spring. 3 credits. N. Noy.

For description and prerequisites, see NS 262.

NS 320 Introduction to Human Biochemistry

Fall. 4 credits. W. Arion, P. Stover.

For description and prerequisites, see NS 320.

2. Ecology

BIOEE 261 Ecology and the Environment

Fall or summer. 4 credits. Not open to freshmen. A. Flecker, J. Sparks, A. Vawter.

For description and prerequisites, see BIOES 261.

3. Genetics and Development

BIOGD 281 Genetics

Fall, spring, or summer. 5 credits. Not open to freshmen fall semester. Limited to 200 students. M. Goldberg, P. Bruns, T. Fox, R. MacIntyre.

For description and prerequisites, see BIOGD 281.

BIOGD 282 Human Genetics

Spring. 2 or 3 credits (2 cr. if taken after BIOGD 281). Must be taken for 3 credits to fulfill Biology & Society requirements. Limited to 25 per discussion group.
M. Hamblin.

For description and prerequisites, see BIOGD 282.

4. Evolutionary Biology

BIOEE 278 Evolutionary Biology

Fall or spring. 3 or 4 credits. M. Shulman, staff.

For description, see BIOEE 278.

5. Microbiology

BIOMI 290 General Microbiology Lectures

Fall, spring, or summer. 2 or 3 credits. Must be taken for 3 credits. W. Ghiorse/S. Winans, S. Merkel/J. Helmann, B. Batzing.

For description and prerequisites, see BIOMI 290.

6. Neurobiology and Behavior

BIONB 221 Neurobiology and Behavior I: Introduction to Behavior

Fall. 3, 4, or 5 credits. A. Reeve.

For description and prerequisites, see BIONB 221.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits. Staff.

For description and prerequisites, see BIONB 222.

7. Botany

BIOPL 241 Introductory Botany

Fall. 3 credits. K. Niklas.

For description, see BIOPL 241.

8. Physiology and Anatomy

BIOAP 311 Introductory Animal Physiology, Lectures (also VET MED 346)

Fall. 3 credits. E. Loew, staff.

For description and prerequisites, see BIOAP 311.

NS 341 Human Anatomy and Physiology

Spring. 4 credits. Permission only. Must preregister for lab in 309 MVR during CoursEnroll. V. Utermohlen.

For description and prerequisites, see NS 341.

D. Biology foundation (depth requirement): one course for which one of the above breadth requirement courses (2C) is a prerequisite.

E. Statistics (one course)

AEM 210 Introductory Statistics

Fall. 4 credits. C. VanEs.

For description and prerequisites, see AEM 210.

BTRY 301 Statistical Methods I

Fall. 4 credits. Formerly BTRY 261.

R. Lloyd.

For description and prerequisites, see BTRY 301.

[CRP 223 Introduction to Statistical Reasoning for Urban and Regional Analysis]

Fall. 3 credits. Not offered 2002-2003. Staff.
For description, see CRP 223.]

ECON 319 Introduction to Statistics and Probability

Fall. 4 credits. T. Vogelsang.
For description and prerequisites, see ECON 319.

ILRST 210 Statistics: Statistical Reasoning

Fall, spring. 3 credits. J. Angelotti, T. Diiccio.
For description, see ILRST 210.

MATH 171 Statistical Theory and Application in the Real World

Fall, spring. 4 credits. Staff.
For description, see MATH 171.

PAM 210 Introduction to Statistics

Fall, spring. 4 credits. K. Joyner, R. Swisher.
For description, see PAM 210.

PSYCH 350 Statistics and Research Design

Fall. 4 credits. T. Gilovich.
For description, see PSYCH 350.

SOC 301 Evaluating Statistical Evidence (also R SOC 302)

Fall. 4 credits. M. Clarkberg.
For description, see SOC 301.

III. Core Courses

B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 301) (III)

Fall. 4 credits. Prerequisite: 2 semesters of social science or humanities and 1 year of introductory biology or permission of instructor. Limited to 75 students. E. Toon.

Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology, and reproductive interventions. We interpret episodes, past and present, in biology in light of scientists' historical location, economic and political interests, use of language, and ideas about causality and responsibility. Readings, class activities, and written assignments are designed so that students develop interpretive skills and explore their own intellectual and practical responses to controversies in biology and society.

S&TS 286 Science and Human Nature (also PHIL 286)

Spring. 4 credits. R. Boyd.
For description, see PHIL 286.

IV. Themes

A. Natural Science Issues/Biology Elective (two courses). Select from the following list of B&SOC approved Natural Science Issues courses or choose course(s) with intro biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VET MED.

B&SOC 214 Biological Basis of Sex Differences (also BIOAP 214 and WOMNS 214) (I)
Spring. 3 credits. J. Fortune.
For description, see BIOAP 214.

B&SOC 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347, NS 347)

Spring. 3 credits. Offered alternate years.
J. Haas and S. Robertson.
For description and prerequisites, see HD 347.

BIOEE 275 Human Biology and Evolution (also ANTHR 275 and NS 275)

Fall. 3 credits. K. Kennedy and J. Haas.
For description, see BIOEE 275.

BIOEE 474 Laboratory and Field Methods in Human Biology (also ANTHR 474)

Spring. 5 credits. K. Kennedy.
For description, see BIOEE 474.

BIOEE 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)

Fall. 3 credits. Offered alternate years.
K. Kennedy.
For description, see BIOEE 673.

BIOPL 247 Ethnobiology

Fall. 3 credits. D. Bates.
For description, see BIOPL 247.

HD 220 Biological Issues in Human Development: The Human Brain and Mind

Fall. 3 credits. E. Temple.
For description, see HD 220.

[HD 266 Emotional Functions of the Brain]

Fall. 3 credits. Not offered 2002-2003.
R. Depue.
For description, see HD 266.]

HD 344 Infant Behavior and Development

Fall. 3 credits. Not open to freshmen.
S. Robertson.
For description and prerequisites, see HD 344.

HD 433 Developmental Cognitive Neuroscience

Spring. May be used as depth course if BIONB 221 or 222 is taken as breadth.
3 credits. E. Temple.
For description, see HD 433.

HD 436 Language Development (also LING 436, PSYCH 436, COGST 436)

Spring. 4 credits. B. Lust.
For description, see HD 436.

NS 222 Maternal and Child Nutrition

Fall. 3 credits. Limited to 20. C. Garza, P. Brannon.
For description and prerequisites, see NS 222.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits. M. Stipanuk, C. McCormick.
For description and prerequisites, see NS 331.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)

Fall. 3 credits. Limited to juniors and seniors only. B. Strupp.
For description and prerequisites, see NS 361.

NS 452 Molecular Epidemiology and Dietary Markers of Chronic Disease

Spring. 3 credits. P. Cassano.
For description and prerequisites, see NS 452.

[NS 475 Molecular Nutrition and Development]

Spring. 3 credits. Not offered 2002-2003.
P. Stover and D. Noden.
For description and prerequisites, see NS 475.]

NTRES 201 Environmental Conservation

Spring. 3 credits. T. Fahey.

For description, see NTRES 201.

PSYCH 326 Evolution of Human Behavior

Spring. 4 credits. B. Johnston.
For description and prerequisites, see PSYCH 326.

Examples of biology electives

AN SCI 300 Animal Reproduction and Development

Spring. 3 credits.
For description, see AN SCI 300.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits.
For description, see NS 331.

B. Humanities/Social Science elective (two courses)

Courses listed earlier as social science/humanities foundation courses (2B) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Examples of recommended social science or humanities electives are listed below. A more complete list is available in 275 Clark Hall.

Examples of social science electives

AEM 464 Economics of Agricultural Development

Spring. 3 credits. R. Christy.
For description, see AEM 464.

[ANTHRO 211 Nature and Culture]

Spring. 3 credits. Not offered 2002-2003.
For description, see ANTHR 211.]

B&SOC 403 Environmental Governance (also S&TS 403 and NTRES 403)

Fall. 3 credits. S. Wolf.
For description, see NTRES 403.

[HD 457 Health and Social Behavior (also SOC 457)]

Fall. 3 credits. Not offered 2002-2003.
E. Wethington.
For description, see HD 457.]

NS 450 Public Health Nutrition

Spring. 3 credits. D. Pelletier.
For description, see NS 450.

NTRES 400 International Environmental Issues

Fall. 4 credits. R. McNeil.
For description, see NTRES 400.

PAM 303 Ecology and Epidemiology of Health

Spring. 3 credits. E. Rodriguez.
For description, see PAM 303.

PAM 380 Human Sexuality

Spring. 3 credits. A. Parrot.
For description, see PAM 380.

[PAM 435 U.S. Health Care System]

Fall. 3 credits. Not offered 2002-2003.
R. Battistella.
For description, see PAM 435.]

PAM 437 Economics of Health Policy

Spring. 3 credits. K. Simon.
For description, see PAM 437.

R SOC 205 Rural Sociology and International Development (also SOC 206)

Spring. 3 credits. P. McMichael.
For description, see R SOC 205.

[R SOC 490 Society and Survival]

Fall. 3 credits. Not offered 2002–2003.
For description, see R SOC 490.]

SOC 340 Health, Behavior, and Policy

Spring. 4 credits. S. Caldwell.
For description, see SOC 340.

Examples of humanities electives**NTRES 407 Religion, Ethics, and the Environment**

Fall. 4 credits. R. Baer.
For description, see NTRES 407.

PHIL 241 Ethics

Spring. 4 credits. N. Sturgeon.
For description, see PHIL 241.

[PHIL 368 Global Climate and Global Justice (also GOVT 468)]

Fall. 4 credits. Not offered 2002–2003.
For description, see PHIL 368.]

S&TS 481 Philosophy of Science (also PHIL 481)

Spring. 4 credits. R. Boyd.
For description, see PHIL 481.

C. Senior Seminars.**[BIOPL 442 Current Topics in Ethnobiology]**

Fall. If using this course as a senior seminar, B&SOC majors must take it for 4 credits. Not offered 2002–2003. D. Bates, E. Rodriguez.
For description, see BIOPL 442.]

B&SOC 406 Biotechnology and the Law (also S&TS 406) (III)

Spring. 4 credits. L. Palmer.
For description, see S&TS 406.

B&SOC 407 Law, Science, and Public Values (also GOVT 407, S&TS 407) (III)

Spring. 4 credits. M. Lynch.
For description, see S&TS 407.

B&SOC 427 Politics of Environmental Protection in America (also S&TS 427 and GOVT 427) (III)

Summer. 4 credits. S. Yearley.
For description, see S&TS 427.]

B&SOC 447 Seminar in the History of Biology (also BIOEE 467, HIST 415, and S&TS 447) (I or III)

Summer (6-week session). 4 credits.
W. Provine.
For description, see BIOEE 467.

B&SOC 461 Environmental Policy (also BIOEE 661, ALS 661) (I)

Fall and spring. 3 credits each term.
Limited to 12 students. D. Pimentel.
For description, see BIOEE 661.

COMM 421 Communication and the Environment

Spring. 3 credits. J. Shanahan.
For description, see COMM 421.

HD 336 Connecting Social, Cognitive and Emotional Development

Fall. 3 credits. M. Cassasola.
For description, see HD 336.

HD 366 Psychobiology of Temperament and Personality

Fall. 3 credits. R. Depue.
For description and prerequisites, see HD 366.

[HD 418 Psychology of Aging]

Fall. 3 credits. Not offered 2002–2003.
S. Cornelius.
For description, see HD 418.]

HD 419 Midlife Development

Spring. 3 credits. S. Cornelius.
For description, see HD 419.

HD 464 Adolescent Sexuality (also WOMNS 467)

Spring. 3 credits. R. Savin-Williams.
For description, see HD 464.

HD 660 Social Development

Spring. 3 credits. Permission of instructor required for undergraduates. K. Greene.
For description, see HD 660.

NTRES 411 Seminar in Environmental Ethics

Fall. 3 credits. R. Baer.
For description, see NTRES 411.

PAM 552 Health Care Services: Consumer and Ethical Perspectives

Fall. 3–4 credits. A. Parrot.
If using this course as a senior seminar, B&SOC majors must take it for four credits.
For description, see PAM 552.

PAM 556 Managed Care

Spring. 3 credits. For undergraduate seniors only by permission of instructor. J. Kuder.
For description, see PAM 556.

PAM 559 Epidemiology, Clinical Medicine, and Management Interface Issues

Spring. 3 credits. E. Rodriguez.
For description, see PAM 559.

[R SOC 410 Population and Environment]

Spring. 3 credits. Not offered 2002–2003.
For description, see R SOC 410.]

R SOC 438 Social Demography (also SOC 437)

Fall. 3 credits. D. Gurak.
For description, see R SOC 438.

[R SOC 495 Population, Development, and Environment in Sub-Saharan Africa]

Fall. 4 credits. Not offered 2002–2003.
P. Eloundou-Enyegue.
For description, see R SOC 495.]

S&TS 411 Knowledge, Technology, and Property

Spring. 4 credits. S. Hilgartner.
For description and prerequisites, see S&TS 411.

S&TS 438 Minds, Machines, and Intelligence (also COG ST 438)

Spring. 4 credits. H. Miale.
For description, see S&TS 438.

[S&TS 466 Public Communication of Science and Technology (also COMM 466)]

Fall. 3 credits. Offered even fall semesters. Not offered fall 2002. B. Lewenstein.
For description and prerequisites, see COMM 466.]

[S&TS 490 Integrity of Scientific Practice]

Fall. 4 credits. Not offered 2002–2003.
S. Hilgartner.
For description, see S&TS 490.]

S&TS 491 Disease and Culture

Fall. 4 credits. E. Toon.
For description, see S&TS 491.

[S&TS 492 Politics and the Public Health]

Spring. 4 credits. Not offered 2002–2003.
E. Toon.
For description, see S&TS 492.]

S&TS 645 Genetics: Politics and Society in Comparative Perspective (also GOVT 634)

Fall. 4 credits. S. Hilgartner.
For description, see S&TS 645.

V. Other Courses**B&SOC 375 Independent Study**

Fall or spring. 1–4 credits. Prerequisite: must have written permission of faculty supervisor and Biology & Society major. Projects under the direction of a Biology & Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1–4 credits in B&SOC 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology & Society Office, 275 Clark Hall. *Independent study credits may not be used in completion of the major requirements.*

B&SOC 400 Undergraduate Seminar

Fall or spring. Variable credit. May be repeated for credit. From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the Biology & Society supplement issued at the beginning of each semester.

B&SOC 498/499 Honors Project I & II

Fall and spring. 3–5 credits each term. Open only to Biology & Society students in their senior year by permission of the department. Please apply in 275 Clark Hall. Students who are admitted to the honors program are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

Students may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 & 499, Honors Projects I & II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. B&SOC 498 includes the fall Honors Seminar. The student and the project supervisor must reach clear agreement at the outset as to work to be completed during the first semester. Minimally, an honors thesis outline, bibliography, and draft introductory chapter should be accomplished. At the end of B&SOC 498, Honors Project I, a letter grade will be assigned and the advisers, in consultation with the Director of Undergraduate Studies, will evaluate whether or not the student should continue working on an honors project. Biology & Society students who do continue in the honors program for the second semester will receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

Applications and information are available in the Biology & Society Office, 275 Clark Hall.

BURMESE

See Department of Asian Studies.

CAMBODIAN

See Department of Asian Studies.

CENTER FOR APPLIED MATHEMATICS

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the Director of Graduate Studies of the Center for Applied Mathematics, 657 Frank H. T. Rhodes Hall.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center in "Interdisciplinary Centers, Programs, and Studies."

CENTER FOR INTERNATIONAL STUDIES

See Interdisciplinary Centers, Programs, and Studies.

CHEMISTRY AND CHEMICAL BIOLOGY

B. K. Carpenter, chair (122 Baker Laboratory, 255-4174); R. F. Loring, associate chair; D. Y. Sogah, director of undergraduate studies; H. D. Abruña, A. C. Albrecht, J. Almay, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, R. A. Cerione, P. J. Chirik, J. C. Clardy, G. W. Coates, D. B. Collum, B. R. Crane, H. F. Davis, F. J. DiSalvo, S. E. Ealick, G. S. Ezra, R. C. Fay, J. H. Freed, B. Ganem, M. A. Hines, R. Hoffmann, P. L. Houston, S. Lee, J. A. Marohn, T. McCarrick, J. E. McMurphy, D. T. McQuade, J. Meinwald, S. Russo, D. Y. Sogah, D. A. Usher, B. Widom, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

The Department of Chemistry and Chemical Biology offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, Chemistry and Chemical Biology faculty members have active research programs. The link between teaching and

research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

The Standard Major

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for work in related areas such as molecular biology, polymer science, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. Nearly all of the required courses for the major can be completed in three years, leaving the senior year open for independent research under the supervision of a professor. Advanced courses in chemistry or courses that will enable the individual to pursue interests in related fields.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably CHEM 215-216 although CHEM 207-208 or 206-208 is acceptable), mathematics, a freshman writing seminar, a foreign language if necessary, or physics. CHEM 215-216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (CHEM 359-360 is preferred to CHEM 357-358). The second-year laboratory courses include 300, Analytical Chemistry and 301, Experimental Chemistry I. CHEM 389-390, Physical Chemistry I and II, and CHEM 302-303, Experimental Chemistry II and III, should be completed in the third year. CHEM 410, inorganic chemistry should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well. The opportunity for independent research is also available. All students with questions about the major are encouraged to consult either the director of Undergraduate Studies or the chair of the Department of Chemistry and Chemical Biology. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for CHEM 207.

Prerequisites for admission to a major in chemistry are (1) CHEM 215-216, 300; or 207-208, 300; or 211, 208, 300; or 206, 208, 300; (2) PHYS 207 or 112; and (3) MATH 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) CHEM 301-302-303, 359-360 (357-358 may be substituted), 389-390, and 410
- 2) MATH 112, 213; or 122, 221-222; or 192-293-294

3) PHYS 208

Potential majors electing to take MATH 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with CHEM 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction that suits their own needs and interests. Those going on to do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as CHEM 405, 605, 606, 665, 666, 668, 670, 671, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

Honors. The honors program in chemistry offers superior students in the standard major an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department, with selection based on a superior cumulative average, including chemistry grades, and good performance in at least four credits of research at Cornell.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least eight credits of undergraduate research such as is offered in CHEM 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (CHEM 498) is expected.

The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan should not be at the introductory level, and must be approved by a departmental committee. The prerequisites for admission to the alternative major are the same as those for the standard major.

The Core Program for the Alternative Major

- 1) CHEM 215-216, 300 (or 207-208, 300; or 211, 208, 300; or 206, 208, 300); 251, 257, 287, 289, and 410 (CHEM 357-358 or 359-360 can be substituted for CHEM 257, or CHEM 389-390 can be substituted for CHEM 287, thereby fulfilling the requirement for an additional 300-level chemistry course)

- 2) MATH 111–112; or 111, 122; or 191–192
3) PHYS 207–208; or 112, 213

Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. Students who select the alternative major are eligible for the honors program only in exceptional cases.

Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7–12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Additional information is available from Susie Slack, 424 Kennedy Hall, 255–9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255–3108.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Close-toed footwear is required (no sandals). Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

Preliminary examinations for all courses may be given in the evening.

[CHEM 105 The Language of Chemistry (I)]

Fall. 3 credits. This course contributes to satisfying the CALS physical science requirement of one course in chemistry. S–U or letter grades. Lecrs, M W F. Prelims: in normal class period. Not offered 2002–2003; next offered fall 2003. Staff.

In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, “much of life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go.” Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, bombykol, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers are developed. Methods of analyzing chemical problems are emphasized, rather than the memorization of specific results or formulas. There is an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.]

CHEM 106 The World of Chemistry (I)

Spring. 3 credits. This course contributes to satisfying the CALS physical science requirement of one course in chemistry. S–U or letter grades. Lecrs, M W F. Prelims: March 4, April 3. R. Hoffmann.

Chemistry is the art, craft, business, and science of substances and their transformations. Since we've learned to look inside we know that within those substances undergoing change are persistent groupings of atoms called molecules. So chemistry is also played out on the microscopic level. This is a course that looks at the way chemistry enters all aspects of the everyday world and the way it interacts with culture and the economy. We try to gain a feeling for the way science is done and grasp the interplay of chemistry and biology. The teaching is open, there are many demonstrations, as well as excerpts from books, plays, and films.

CHEM 206 Introduction to General Chemistry (I)

Fall or summer. 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than CHEM 207. Lecrs, M W F; lab, T R or F, or M W or F. Prelims: Oct. 8, Nov. 14. C. F. Wilcox.

An introduction to general chemistry, with emphasis on important principles and facts. CHEM 206 covers much of the same material as CHEM 207 plus the basics of kinetics and chemical equilibrium, but does so at a slower pace.

CHEM 207–208 General Chemistry (I)

Fall or summer, 207; spring or summer, 208. 4 credits each term. Recommended for those students who will take further courses in chemistry. Prerequisite for CHEM 207: high school chemistry. Prerequisite for CHEM 208: CHEM 206 or 207. Lecrs, T R; lab, T R F M T W R F. Prelims: Oct. 8, Nov. 14, Feb. 25, April 8. Fall: J. E. McMurtry; spring: M. A. Hines.

Fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further

work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry 207 by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall. Taking CHEM 208 after 215 is not recommended and can be done only with the permission of the 208 instructor.

CHEM 211 Chemistry for the Applied Sciences (I)

Fall or spring. 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited. Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of MATH 111 or 191. Lecrs, M W F. Labs, M T W R F. Prelims: Sept. 24, Oct. 24, Nov. 26, Feb. 13, Mar. 11, Apr. 10. Fall: P. T. Wolczanski; spring: P. J. Chirik.

Important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials, periodic trends, and specific classes of compounds, such as polymers.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

CHEM 215–216 General and Inorganic Chemistry (I)

Fall, 215; spring, 216. 4 credits each term. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry, physics, and mathematics. Corequisite: a calculus course at the level of MATH 111 or 191 for students who have not taken high school calculus. Prerequisite for CHEM 216: CHEM 215. Lecrs, M W F; lab, M T W R or F. Prelims: Oct. 8, Nov. 14, Feb. 25, Apr. 8. Fall: B. Widom; spring: B. R. Crane.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers qualitative and quantitative analysis, transition metal chemistry, and spectroscopic techniques.

Note: Taking CHEM 208 after 215 is not recommended and can be done only with the permission of 208 instructor.

[CHEM 233 Introduction to Biomolecular Structure

Fall. 2 credits. Limited to 30 students. Prerequisites: CHEM 207–208 or equivalents. Lecrs, T R. Not offered 2002–2003. S. E. Ealick.

This course is intended for students with a basic understanding of chemistry who are considering a program of study in biochemistry. The interrelationship of the structure and function of biologically important molecules are explored. Emphasis is placed on under-

standing the way in which the three-dimensional arrangements of atoms determine the biological properties of both small molecules and macromolecules such as proteins and enzymes. The study of molecular structure is aided by interactive computer graphics for visualizing three-dimensional structures of molecules.]

CHEM 251 Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in CHEM 257 or 357. Lects: fall, R or F; spring, R; lab, M T W R or F or T or R. Prelims: fall: Nov. 14; spring: Apr. 15. S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

CHEM 252 Elementary Experimental Organic Chemistry

Spring. 2 credits. Recommended for non-chemistry majors. Prerequisite: CHEM 251. Lec, F; lab, T, W. Prelims: Apr. 15. S. Russo. A continuation of CHEM 251.

CHEM 257 Introduction to Organic and Biological Chemistry (I)

Spring. 3 credits. Prerequisite: CHEM 206 or 207. Because CHEM 257 is only a 3-credit course, it does not provide a practical route to satisfying medical school requirements. Lects, M W F. Prelims: Feb. 13, March 4, April 8. D. A. Usher.

An introduction to organic chemistry with an emphasis on those structures and reactions of organic compounds having particular relevance to biological chemistry.

CHEM 287-288 Introductory Physical Chemistry (I)

Fall, 287; spring, 288. 3 credits each term. Prerequisites: CHEM 208 or 216 and MATH 111-112 and PHYS 208, or permission of instructor. Prerequisite for CHEM 288: CHEM 287 or 389. Lects, M W F; 287: rec, M or W, T; 288: rec, M or W. Prelims: 287: Oct. 10, Nov. 26. 288: Mar. 6, Apr. 15. Fall: H. D. Abruña; spring: B. A. Baird.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics and an introduction to quantum mechanics. In the spring the course is oriented to the application of physical chemistry to biological systems, including transport, kinetics, electrochemistry, spectroscopy. CHEM 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 289-290 Introductory Physical Chemistry Laboratory

Fall, 289; spring, 290. 2 credits each term. Lects: fall, R; spring, R. Lab: fall, M T; spring, M T W R. T. McCarrick.

A survey of the methods basic to the experimental study of physical chemistry, with a focus on the areas of kinetics, equilibrium, calorimetry, and molecular spectroscopy.

CHEM 300 Quantitative Chemistry

Fall. 2 credits. Prerequisite: CHEM 208, or CHEM 216 or advanced placement in chemistry. Lec, R; lab, M T W R or T. Prelim: Oct. 24, Nov. 26. J. M. Burlitch. Volumetric, spectrophotometric, and potentiometric methods are emphasized. Techniques are learned by analysis of

knowns, and then are used on unknowns. Lectures and problem sets stress the relationship between theory and applications.

CHEM 301 Experimental Chemistry I (I)

Spring. 4 credits. Prerequisites: CHEM 300, and 357 or 359. Lec, M W F; 2 labs, M W or T R. G. W. Coates.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions is explored in the first half of the semester, augmented by lectures on the reaction chemistry and the theory of separation and characterization techniques. The second half of the term is devoted to a special project, part of which is designed by the student. An opportunity to use inert atmosphere techniques is included.

CHEM 302 Experimental Chemistry II (I)

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: CHEM 301. Lects, M W F; 2 labs, M W, T R. F. J. DiSalvo.

Instrumental methods of analysis, including chemical microscopy, visible and infra-red spectroscopies, and gas chromatography. Basic concepts of interfacing will be covered.

CHEM 303 Experimental Chemistry III (I)

Spring. 4 credits. Each lab limited to 10 students. Prerequisites: CHEM 302, 389, 390; coregistration in the latter is permissible. Lects, M W F 9:05; 2 labs, M W, or T R. H. F. Davis.

An introduction to experimental physical chemistry, including topics in calorimetry, spectroscopy, and kinetics. The analysis and numerical simulation of experimental data is stressed.

CHEM 357-358 Organic Chemistry for the Life Sciences (I)

Fall or summer, 357; spring or summer, 358. 3 credits each term. Prerequisite for CHEM 357: CHEM 208 or 216 or advanced placement; recommended: concurrent registration in CHEM 251 or 300. Prerequisite for CHEM 358: CHEM 357 or permission of the instructor. Lects, M W F, optional rec may be offered. Prelims: Sep. 26, Oct. 22, Nov. 19, Feb. 13, Mar. 11, Apr. 10. Fall: B. Ganem; spring: J. Meinwald.

A study of the more important classes of carbon compounds—especially those encountered in the biological sciences. Emphasis is placed on their three-dimensional structures, mechanisms of their characteristic reactions, their synthesis in nature and the laboratory, methods of identifying them, and their role in modern science and technology.

Note: Because of duplication of material, students who take both CHEM 257 and 357 will receive graduation credit only for CHEM 257.

CHEM 359-360 Organic Chemistry I and II (I)

Fall, 359; spring, 360. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: CHEM 216 with a grade of B or better, CHEM 208 with a grade of A or better, or permission of instructor. Prerequisite for CHEM 360: CHEM 359. Recommended: coregistration in CHEM 300-301-302. Lects, M W F; dis sec, W; prelims, Sept. 18, Oct. 16, Nov. 13, Spring: Feb. 12, Mar. 12, Apr. 16. Fall: D. A. Usher; spring, D. T. McQuade.

A rigorous and systematic study of organic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

CHEM 389-390 Physical Chemistry I and II (I)

Fall, 389; spring, 390. 4 credits each term. Prerequisites: MATH 213 or, ideally, 221-222; PHYS 208; CHEM 208 or 216 or permission of instructor. Prerequisite for CHEM 390: CHEM 389. Lects, 389: M W F; rec M or W or T. Lects, 390: M W F; prelims: 389: Oct. 1, Oct. 29, Nov. 26. 390: Feb. 13, Mar. 11, Apr. 10. Fall: H. F. Davis; spring: 390: R. F. Loring.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

CHEM 391 Physical Chemistry II (also CHEM 391) (I)

Spring. 4 credits. Enrollment limited to engineering students only. Prerequisites: MATH 293; PHYS 112, 213; CHEM 208 or 216 or permission of instructor. Corequisite: MATH 294. Prerequisite for CHEM 391: CHEM 389. Lects, M W F; rec M or T. T. M. Duncan.

Course is the study of two topics: (1) Quantum chemistry—the electronic structure of atoms, molecules, and condensed matter; the interaction of electromagnetic radiation with matter for spectroscopy and chemical reaction; and (2) Chemistry kinetics—reaction rate laws from experimental data and reaction mechanisms; approximation methods and applications to polymerization and heterogeneous catalysis.

CHEM 404 Entrepreneurship in Chemical Enterprise

Spring. 1 credit. Lects, T. B. Ganem. Designed to acquaint students with the problems of planning, starting, and managing a new scientifically oriented business venture, the course consists of six weekly 90-minute meetings focusing on case studies and assigned reading, as well as outside lectures by entrepreneurs in the chemical, pharmaceutical, and biotechnology industries. Topics include new technology evaluation and assessment, business formation, resource allocation, management development, as well as manufacturing and sales issues.

[CHEM 405 Techniques of Modern Synthetic Chemistry (I)]

Spring. 3 or 6 credits. Enrollment limited. Prerequisites: CHEM 302 and permission of instructor. To receive 3 credits, students must perform a minimum of three 2-week experiments. 6 credits will be given for 3 additional experiments. Completion of 5 exercises in elementary glass-blowing will count as 1 experiment. Lab time required: 16 hours each week, including at least two 4-hour sessions in 1 section (M W 1:25). Lec, first week only. Not offered 2002-2003. J. M. Burlitch.]

CHEM 410 Inorganic Chemistry (I)

Fall. 4 credits. Prerequisites: CHEM 358 or 360, and 287 or 390. Lects, M W F. Prelims: Sept. 24, Oct. 24, Nov. 19. R. C. Fay. A systematic study of the synthesis, structure, bonding, reactivity, and uses of inorganic, organometallic, and solid-state compounds.

CHEM 421 Introduction to Inorganic Chemistry Research

Fall or spring. 2–4 credits. Prerequisites: CHEM 303 and 389–390, or CHEM 287–288, and CHEM 289–290 with an average of B– or better, or permission of instructor. Selected faculty.

Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 433 Introduction to Analytical Chemistry Research

Fall or spring. 2–4 credits. Prerequisites: CHEM 303 and 390 with an average of B– or better or permission of instructor. Selected faculty.

Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 450 Principles of Chemical Biology (I)

Fall. 3 credits. Prerequisites: CHEM 357–358, CHEM 359–360 or equivalent. Lecs, M W F. T. P. Begley.

This course covers topics at the interface of chemistry and biology with a focus on problems where organic chemistry has made a particularly strong contribution to understanding the mechanism of the biological system at the atomic level. Topics covered include the organic chemistry of carbohydrates, proteins and nucleic acids, strategies for identifying the cellular target of physiologically active natural products, combinatorial chemistry, and chemical aspects of signal transduction, cell division and development.

CHEM 461 Introduction to Organic Chemistry Research

Fall or spring. 2–4 credits. Prerequisites: CHEM 302 and 358 or 360 with a grade of B– or better or permission of instructor. Selected faculty.

Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 477 Introduction to Physical Chemistry Research

Fall or spring. 2–4 credits. Prerequisite: CHEM 390 with an average of B– or better or permission of instructor. Selected faculty.

Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 498 Honors Seminar

Spring. No credit. Admission to standard chemistry majors only by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as CHEM 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as CHEM 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject.

W. R. F. Loring.

Informal presentations and discussions of selected topics in which all students participate. Professional issues are discussed, including graduate education, publication, techniques of oral and audiovisual presentation, employment, ethics, chemistry in society, and support of scientific research. Individual research on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

CHEM 600–601 General Chemistry Colloquium

Fall, 600; spring, 601. No credit. R. Staff. A series of talks representative of all fields of current research interest in chemistry given by distinguished visitors and faculty members.

CHEM 602 Information Literacy for the Physical Scientist

Spring. 1 credit. Primarily for graduate students and undergraduate chemistry majors doing research. Lec, T. L. Sollá. An introduction to physical science information research methods, with hands-on use of traditional and electronic resources. With the continuous information explosion, much time can be wasted and important information missed unless efficient information research strategies is developed. Topic range from property searching to new online and web resources, to managing citations.

CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: CHEM 389–390 or equivalent or permission of instructor. Lecs, M W F. P. J. Chirik.

Introduction to chemical bonding and applications of group theory including: hybrid orbitals, molecular orbitals, molecular vibrations and spectroscopy. Application of these models to modern topics in inorganic chemistry, *Bishop's Theory and Chemistry*.

CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Coordination Compounds, and Bioinorganic Chemistry

Spring. 4 credits. Lecs, M W F. P. T. Wolczanski.

Synthesis, structure, and reactivity of modern coordination compounds; oxidation and bioinorganic chemistry. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems*.

CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry

Fall. 4 credits. Prerequisite: CHEM 605 or permission of instructor. Lecs, M W F. S. Lee.

The third in a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.

CHEM 608 Organometallic Chemistry

Spring. 4 credits. M W F. Not offered 2002–2003. P. T. Wolczanski.

Synthesis, structure, and reactivity of organotransition metal complexes. Current literature is emphasized, and background readings are at the level of Collman, Hefedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

CHEM 622 Chemical Communication

Fall. 3 credits. Lecs, M W F. Not offered 2002–2003; next offered fall 2004. J. Meinwald, T. Eisner.

For description, see BIONB 623.]

CHEM 625 Advanced Analytical Chemistry I

Spring. 4 credits. Prerequisite: CHEM 288 or 390 or equivalent. Lecs, M W F; occasional prelims W. D. B. Zax. The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, and mass spectroscopy are discussed.

[CHEM 627 Advanced Analytical Chemistry II]

Spring. 3 credits. Primarily for graduate students. Prerequisite: CHEM 793 or equivalent is preferable. Lecs, M W F. Not offered 2002–2003; next offered spring 2004. D. B. Zax.

Modern techniques in nuclear magnetic resonance. Little overlap is expected with CHEM 625, as this course focuses on more general questions of experimental design, understanding of multipulse experiments, and aspects of coherent averaging theory. Examples taken from both liquid and solid-state NMR. May also be of interest to other coherent spectroscopies.]

[CHEM 628 Isotopic and Trace Element Analysis (also NS 690)]

Spring. 3 credits. Primarily for graduate students and advanced undergraduates. Prerequisite: CHEM 288 or 390 or 302, or CHEM 208 and PHYS 208, or permission of instructor. Lecs T R. Offered alternate years. Not offered 2002–2003; next offered spring 2004. J. T. Brenna.

Survey course in modern high precision isotope ratio mass spectrometry (IRMS) techniques and trace/surface methods of analysis. Topics include dual inlet and continuous flow IRMS, thermal ionization MS, inductively coupled plasma MS, atomic spectroscopy, ion and electron microscopies, X-ray and electron spectroscopies, and biological and solid state applications.]

[CHEM 629 Electrochemistry]

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisite: CHEM 390 or equivalent (MATH 213 helpful). Lecs, T R. Not offered 2002–2003. H. D. Abruña. Fundamentals and applications of electrochemistry. Topics include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, diffusion, and other modes of transport. A wide range of techniques and their application as well as instrumental aspects are covered.]

CHEM 650–651 Organic and Organometallic Chemistry Seminar

Fall, 650; spring 651. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend. M. Staff.

A series of talks representative of all fields of current research interest in organic organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

CHEM 665 Advanced Organic Chemistry

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisites: CHEM 358 or 360, and 390 or equivalents or permission of instructor. Lecs, M W F. D. T. McQuade. CHEM 665 focuses on bonding (covalent and non-covalent), reaction mechanisms, and reactive intermediates, with an emphasis on experimental design and methods. The lecture portion of the course is augmented by both written and oral presentations from the students.

CHEM 666 Synthetic Organic Chemistry

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: CHEM 665 or permission of instructor. Lects, T R. D. B. Collum.

Modern techniques of organic synthesis; applications of organic reaction mechanisms and retrosynthetic analysis to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

CHEM 668 Chemical Aspects of Biological Processes

Fall. 4 credits. Prerequisite: CHEM 360 or equivalent. Lects, T R. T. P. Begley.

A representative selection of the most important classes of enzyme-catalyzed reactions is examined from a mechanistic perspective. Topics discussed include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, and the biosynthesis of selected natural products. The application of chemical principles to understanding biological processes is emphasized.

CHEM 669 Organic and Polymer Synthesis Using Transition Metal Catalysts

Fall. 4 credits. Prerequisite: primarily for graduate students. CHEM 359/360 or equivalent or by permission of the instructor. G. W. Coates.

Transition metal based catalysts are invaluable in both organic and polymer synthesis. This course begins with a brief overview of organometallic chemistry and catalysis. Subsequent modules on organic and polymer synthesis are then presented. Topics of current interest are emphasized.

CHEM 670 Fundamental Principles of Polymer Chemistry

Fall. 4 credits. Prerequisite: Physical Chemistry 389/390 and Organic Chemistry 359/360 or equivalent or by permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers is required. Lects, T R. D. Y. Sogah.

This course emphasizes general concepts and fundamental principles of polymer chemistry. The first part of the course deals with general introduction to classes of polymers, molar masses and their distributions, and a brief survey of major methods of polymer synthesis—radical, step growth, ionic, group transfer, Ziegler-Natta, and metathesis polymerization methods—with emphasis on kinetics, mechanisms and stereochemistry rather than on structure. The second part deals with characterization and physical properties. These include: solution properties—solubility and solubility parameters, solution viscosity, molecular weight characterizations [gel permeation chromatography, viscometry, light scattering, osmometry]; bulk properties—thermal and mechanical properties; and structure-property relationships. The discussions will focus on chemistry rather and physics than engineering of polymers.

CHEM 671 Synthetic Polymer Chemistry (also MS&E 671 and CHEM 675)

Spring. 4 credits. Prerequisites: a minimum of organic chemistry at the level of CHEM 359/360 is essential. Those without this organic chemistry background should see the instructor before registering for the course. Primarily for graduate students and advanced undergraduates. No previous

knowledge of polymer chemistry is required although knowledge of material covered in CHEM 670 or MS&E 452 will be helpful. Lects, T R. D. Y. Sogah.

This course emphasizes application of organic synthetic methods to the development of new polymerization methods and control of polymer architecture. Emphasis is on modern concepts in synthetic polymer chemistry and topics of current interest: the study of new methods of synthesis, preparation of polymers with reactive end groups, the control of polymer stereochemistry and topology, and the design of polymers tailored for specific uses and properties. Topics on synthesis are selected from the following: step-growth polymerization with emphasis on high performances materials, free radical polymerization and copolymerization, Ziegler-Natta polymerization, recent developments in living free radical, anionic, cationic, group transfer, and ring-opening metathesis polymerizations.

[CHEM 672 Kinetics and Regulation of Enzyme Systems]

Spring. 4 credits. Primarily for graduate students with interests in biophysical chemistry. Prerequisite: CHEM 288 or 390, BIOBN 331, or equivalents or permission of instructor. Lects, M W F. Not offered 2002-2003. B. Baird.

Focus is on protein interactions with ligands and consequent changes in structure and activity. Topics include protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme catalysis and regulation; and the role of cell membrane receptors in regulating cellular activities.]

[CHEM 677 Chemistry of Nucleic Acids]

Fall. 4 credits. Primarily for graduate students. Prerequisites: CHEM 358 or 360, and 390 or equivalents. Lects, M W. Not offered 2002-2003. D. A. Usher.

Structure, properties, synthesis, and reactions of nucleic acids from a chemical point of view. Special topics include antisense and antigene technology, ribozyme reactions (including the ribosome), mutagens, PCR, recent advances in sequencing, DNA as a computer, and alternative genetic materials.]

CHEM 678 Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 390 or equivalent. Lects, M W F. J. Marohn.

Course covers the principles of statistical thermodynamics and how they lead to classical thermodynamics. Topics include: ensembles and partition functions; ideal gases and crystals; thermodynamic properties from spectroscopic and structural data; chemical equilibrium; dense gases; virial coefficients; statistical mechanics of solutions, and Bose-Einstein and Fermi-Dirac statistics. At the level of the first twelve chapters of *Statistical Mechanics* by McQuarrie.

CHEM 681 Introduction to Quantum Chemistry

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus, 1 year of college physics. Lects T R. G. S. Ezra.

An introduction to the application of quantum mechanics in chemistry. This course covers many of the topics in CHEM 793-794 at a more descriptive, less mathematical level. The course is designed for advanced undergraduates, chemistry graduate students with a minor in physical chemistry, and graduate students

from related fields with an interest in physical chemistry. At the level of *Quantum Chemistry*, by Levine, or *Molecular Quantum Mechanics* by Atkins.

CHEM 686 Physical Chemistry of Proteins

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 288 or 390 or equivalents. Letter grade for undergraduate and graduates. Lects, M W F. B. Crane.

Physical properties of proteins are presented from a quantitative perspective and related to biological function. Topics include: chemical, structural, thermodynamic, hydrodynamic, electrical and conductive properties of soluble and membrane proteins; conformational transitions, protein stability and folding; photochemistry and spectroscopic properties of proteins; and protein-protein interactions and single molecular studies.

CHEM 700 Baker Lectures

Fall, on dates TBA. No credit. Lec, T R. Distinguished scientists who have made significant contributions to chemistry present lectures for approximately six weeks. This year's lecturer: J. M. Saveant, P. D. Diderot.

[CHEM 701 Introductory Graduate Seminar]

Fall. No credit. Highly recommended for all senior graduate students, in any field of chemistry. Lects W. Not offered 2002-2003. R. Hoffmann.

A discussion of professional issues facing young chemists as well as life skills: academic and industrial trends, presentations, employment, immigration, publication, research funding, and ethics.]

CHEM 716 Introduction to Solid State Organic Chemistry

Spring. 3 credits. Prerequisite: CHEM 607 is recommended or some exposure to (or a course in) solid state chemistry and quantum mechanics. A good undergraduate physical chemistry course may be sufficient for quantum theory, while PHYS 443 or CHEM 793 or CHEM 794 are at a substantially higher level than what is needed. Lects, M W F. S. Lee.

This course examines some principles of crystallography and also electronic structure theory of solids. We then consider properties such as conduction, superconductivity, ferroelectricity and ferromagnetism. The final portion of this course is concerned with structure-property relations.

[CHEM 765 Physical Organic Chemistry I]

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 665 or permission of instructor. Lects, M W F. Not offered 2002-2003. C. F. Wilcox.

Application of computational and experimental techniques to studies of organic reaction mechanisms and the properties of reactive intermediates.]

[CHEM 774 Chemistry of Natural Products: Combinatorial Chemistry]

Spring. 3 credits. Prerequisites: CHEM 360 and BIOBM 330 or equivalent. Lec, M W F. Not offered 2002-2003. T. P. Begley.

Combinatorial chemistry has revolutionized the way organic chemists think about structure function studies on biological systems and the design of inhibitors. This course explores the design, synthesis, screening, and use of natural (i.e., peptide, protein, nucleic acid, carbohydrate) and unnatural (i.e., totally synthetic) libraries.]

[CHEM 780 Chemical Kinetics and Molecular Reaction Dynamics]

Fall. 4 credits. Prerequisite: CHEM 681 or permission of instructor. Lects, T R. Not offered 2002–2003. P. L. Houston.

Principles and theories of chemical kinetics and molecular reaction dynamics. Topics include potential energy surfaces, transition state theory, and statistical theories of unimolecular decomposition. Depending on class interest, the course also includes special topics such as surface reactions and photochemistry.]

[CHEM 787 Modern Methods of Physical Chemistry]

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus, 1 year of college physics, (same as for CHEM 681). Lects, T R. J. H. Freed.

This course provides the methodological background for graduate courses in chemical thermodynamics, kinetics, statistical mechanics, and quantum chemistry. It includes the methods of solution of relevant differential equations; the eigenvalue problem and linear algebra; special functions partial differential equations for diffusion and wave mechanics; integral transforms; functions of a complex variable. At the level of *Mathematical Methods in the Physical Sciences, 2nd Edition*, by Boas. There is a midterm and a final exam, and 12 problem sets.

[CHEM 788 Macromolecular Crystallography (also BIOBM 738)]

Fall. 3 credits. S-U grades optional. Prerequisite: permission of instructor. Lects, T R. S. E. Ealick.

Lectures cover the fundamentals of x-ray crystallography and focus on methods for determining the three-dimensional structures of macromolecules. Topics include crystallization, data collection, phasing methods, model building, refinement, structure validation and structure interpretation.

[CHEM 791 Spectroscopy]

Spring. 4 credits. Prerequisite: CHEM 793 or PHYS 443 or equivalent. Lects, M W F. Not offered 2002–2003. G. S. Ezra.

Principles of molecular rotational, vibrational, and electronic spectroscopy. Topics include interaction of molecules with radiation; Born-Oppenheimer approximation; diatomic molecules; polyatomic molecules; feasible operations and the molecular symmetry group; and spectroscopy, dynamics, and IVR. At the level of Krotov's *Molecular Rotation Spectra*.]

[CHEM 792 Molecular Collision Theory]

Spring. 4 credits. Lects, T R. Not offered 2002–2003. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.]

[CHEM 793 Quantum Mechanics I]

Fall. 4 credits. Prerequisites: CHEM 390, coregistration in A&EP 321, or CHEM 787 or equivalents or permission of instructor. Lects, M W F. D. B. Zax.

Course topics include: Schrodinger's equation, wave packets, uncertainty principle, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, and the variational principle. At the level of Cohen-Tannoudji's *Quantum Mechanics*.

[CHEM 794 Quantum Mechanics II]

Spring. 4 credits. Prerequisites: CHEM 793 or equivalent and the equivalent of or coregistration in A&EP 322, or permission of instructor. Lects, M W F. G. S. Ezra.

Topics include: WKB theory; density matrix; time-dependent perturbation theory; molecule-field interaction and spectroscopy; group theory; angular momentum theory; scattering theory; Born-Oppenheimer approximation and molecular vibrations; molecular electronic structure.

[CHEM 796 Statistical Mechanics]

Spring. 4 credits. Prerequisite: CHEM 678 and 793 or equivalent. Lects, T R. Staff.

Statistical mechanics of systems of interacting molecules. Structure and thermodynamics of molecular liquids. Phase transitions and critical phenomena. Computer simulation methods. Nonequilibrium statistical mechanics, with application to reactive and nonreactive dynamics in the liquid state.

[CHEM 798 Bonding in Molecules]

Fall. 4 credits. Prerequisite: some exposure to quantum mechanics; a good undergraduate physical chemistry course may be sufficient, or CHEM 681. Physics 433 or CHEM 793–794 are at a substantially higher level than what is needed. Consults instructor if in doubt. Lects, T R. R. Hoffmann.

The aim is to build a qualitative picture of bonding in all molecules, including organic, inorganic, organometallic systems and extended structures (polymer, surfaces, and three-dimensional materials). The approach uses molecular orbital theory to shape a language of orbital interactions. Some basic quantum mechanics is needed, more will be taught along the way. The course is directed at organic, inorganic, and polymer chemists who are not theoreticians; it is useful for physical chemists, engineers and physicists as well.

CHINESE

FALCON Program (Chinese)

See Department of Asian Studies.

CLASSICS

H. Pelliccia (chair), L. S. Abel, F. M. Ahl, C. Brittain (director of undergraduate studies), K. Clinton, J. E. Coleman, G. Fine, J. R. Ginsburg, G. Holst-Warhaft, T. Irwin, G. M. Kirkwood (emeritus), D. Mankin, A. Nussbaum, P. Pucci, H. R. Rawlings III, J. Rusten, D. R. Shanzer (director of graduate studies), C. Sogno, B. Strauss

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Particularly in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint on subsequent ages.

The Classics department at Cornell is one of the oldest and largest in the country. With twenty-seven faculty members—including

professors with related interests in the departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages, Linguistics, and Near Eastern Studies, and in the Archaeology, Medieval Studies, and Religious Studies programs—the range of instruction is broad. The department embraces both the traditional core studies of ancient language, literature, philosophy, art, and history, and the different approaches to its material yielded by comparative study of Mediterranean civilizations, peace studies, and feminist and literary theory.

The department offers a wide variety of Classical Civilization courses and seminars in English on such subjects as Greek mythology, ancient mystery religions, early Christianity, and Greek and Roman society; ancient epic, lyric, tragedy, comedy, satire, novels, and love-poetry; Periclean Athens, Republican Rome, the Roman Empire, Goths, Vandals and Huns, and Byzantine history; and Plato, Aristotle, and Hellenistic philosophy. These courses are designed to introduce aspects of Classical antiquity to the students with very divergent primary interests. Other Classical civilization courses with a wide appeal are those on art and archaeology, and dendrochronology (the study of tree-rings to determine the date of ancient artifacts). These courses make use of the university's large collections of ancient coins, and of reproductions of sculptures, inscriptions, and other ancient objects. Students who wish to gain first-hand archeological experience may also join one of several summer Cornell-sponsored field-projects in Greece and Turkey.

The study of language is a vital part of Classics. The department offers courses ranging from 100-level classes designed to further the understanding of English and modern scientific terminology through the study of the Latin and Greek sources of much of its vocabulary, to courses in linguistics on the morphology and syntax of the ancient languages, comparative grammar, and Indo-European (the reconstructed source of the family of languages that includes Greek, Latin, Sanskrit and most modern European languages). The core function of the department is the study of ancient Greek and Latin. Elementary Greek and Latin are taught in both two-semester courses and intensive summer or one-semester courses. (For students whose Latin is a bit rusty, the department also offers a rapid, one-semester review class.) Students with a more advanced knowledge of Greek or Latin can take advantage of a wide selection of courses, from intermediate language classes at the 200-level, which brush up and broaden knowledge of syntax and vocabulary, to graduate and faculty reading groups. All of these courses use exciting literary texts, whether the poems of Catullus and Virgil, or the dialogues of Plato and Xenophon, at the 200-level, or, in the reading groups, the latest papyrological discoveries, such as the 'new' fragments of Empedocles' cosmic poem or the 'new' epigrams of Posidippus.

The primary purpose of language-instruction is to enable the study at first-hand of the extraordinary range of powerful and challenging texts in Greek and Latin. The department offers undergraduate and graduate seminars on literary, linguistic, historical, and philosophical topics, studied through the Greek and Latin works of authors from Homer (probably from the 8th Century BCE) to

Boethius (6th Century CE), and occasionally from later writers such as Dante, Petrarch, or Milton. The department strives to adapt its program to the needs of individual students from all disciplines. If you are interested in studying a Classical text or period that is not offered in the Courses of Study, please contact the directors of graduate or undergraduate studies.

Majors in Classics

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

Classics

The Classics major has two requirements: (i) seven courses in Greek and Latin numbered 201 or above; and (ii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). Classics majors are required to take a minimum of one 300-level course in one language and two 300-level courses in the other.

Students who are considering the option of undertaking graduate study in Classics are strongly advised to complete the Classics major.

Greek

The Greek major has three requirements: (i) Classics 201; (ii) 5 courses in Greek numbered 203 and above; and (iii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). The courses in Greek must include at least 3 at the 300-level.

Latin

The Latin major has three requirements: (i) Classics 205; (ii) 5 courses in Latin numbered 207 and above; and (iii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). The courses in Latin must include at least 3 at the 300-level.

Classical Civilization

The Classical Civilization major has four requirements: (i) qualification in Latin and Greek or proficiency in either; (ii) Classics 211 or History 265, Classics 212 or History 268, and Classics 220; (iii) 5 courses selected from those listed under Classical civilization, Classical archaeology, Ancient Philosophy, Latin (numbered 206 and above), and Greek (numbered 201 and above); and (iv) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below).

With the permission of the DUS, other survey courses may be substituted for the those listed in (ii).

Related Subjects

Classics is an interdisciplinary field concerned with the study of Mediterranean civilizations from the 15th century BCE to the 6th century CE. Subjects in the field include Greek and Latin language, literature and linguistics; ancient philosophy, history, archaeology and art history; papyrology, epigraphy, and numismatics. In addition to the required courses in language and literature, the majors include a requirement for related courses intended to give breadth and exposure to the

other disciplines within the field and to enrich the student's study of Classical languages and literature. Since the influence of the Greek and Roman world extended far beyond antiquity, a related course may focus on some aspect of the classical tradition in a later period. Students select related courses in consultation with their departmental advisors or the DUS.

Honors

Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major and complete the two-semester honors course, Classics 472. (Credit for the honors course may be included in the credits required for the major.)

Candidates for honors must have a cumulative average grade of B, and an average of B+ in their major. Students choose an honors advisor by the end of their sixth semester, in consultation with the departmental Honors Committee or the DUS. By the second week of their seventh semester, they submit an outline of their proposed research to their advisor and the Committee. The thesis is written in the second semester of the course, under the supervision of the student's honors advisor. The level of honors is determined by the Committee, in consultation with students' advisors. Copies of successful honors theses are filed with the department.

Independent Study

Independent study at the 300 level may be undertaken by undergraduates upon completion of one semester of work at the 300 level. 200-level independent study may be undertaken only in the case of documented schedule conflict and with the permission of the DUS.

Study Abroad

Cornell is associated with four programs that provide opportunities for summer, semester, or year-long study abroad in Greece and Italy. The American School of Classical Studies at Athens offers a Summer Program for graduate students and qualified undergraduates; College Year in Athens offers semester-long courses (consult Cornell Abroad for details). The Intercollegiate Center for Classical Studies in Rome provides semester-long courses in Latin, Greek, ancient history, art, archaeology, and Italian; the American Academy in Rome offers both full-year and summer programs for qualified graduate students. The Classics Department awards several travel grants each year for graduate students from the Townsend Memorial Fund; undergraduates are eligible for the Caplan Fellowships (see 'awards' below). Detailed information on these programs is available in the Classics Office, 120 Goldwin Smith Hall.

Summer Support for Language Study

The Department of Classics has at its disposal a number of endowments established to assist with the tuition of students who wish to enroll in Intensive Latin or Greek in the Cornell summer session. These courses are designed to enable students to enter second-year Latin or Greek the following fall. Preference is given to Classics undergraduate majors, and other students needing Latin or Greek for completion of their majors; dyslexic students are accorded additional preference. Applica-

tions are due to the chair of the Department of Classics by March 31st. See also under "Awards" below.

Placement, qualification, and proficiency in Latin, Ancient Greek, and Modern Greek

Placement of first-year students in Latin and ancient Greek courses is determined by an examination given by the Department of Classics during orientation week. Qualification and proficiency in Latin and Ancient Greek may be achieved by passing the relevant language courses or by special examination. Special examinations are offered only in the first week of each semester. For details concerning these examinations and qualification or proficiency in Modern Greek, contact the director of undergraduate studies.

Freshman Writing Seminars

The department offers freshman writing seminars on a wide range of Classical and Medieval topics. Consult John S. Knight Writing Seminar Program brochures for times, instructors, and descriptions.

Awards

Departmental majors are eligible for several awards administered by the Classics department. The Kanders-Townsend Prize Fellowships are awarded annually to three or four freshmen or sophomores for summer study of Intensive Greek or Latin at Cornell and provide tuition and a stipend to cover living expenses. The Harry Caplan Fellowships are awarded annually to one or two outstanding juniors by the College of Arts and Sciences for travel in Europe or the Near East.

Classical Civilization

[CLASS 100 Word Power: Greek and Latin Elements in the English Language

Spring. 3 credits. Not offered 2002-2003. This course gives the student with no knowledge of the classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.]

CLASS 109 English Words: Histories and Mysteries (also LING 109) # (III)

Fall. 3 credits. M. Weiss.
For description, see LING 109.

CLASS 211 The Greek Experience # (IV)

Fall. 3 credits. Limited to 50 students.
F. Ahl.

An introduction to the literature and thought of ancient Greece. Topics include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention is also given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

CLASS 212 The Roman Experience # (IV)

Spring. 3 credits. Staff.

An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.

CLASS 217 Initiation to Greek Culture # (IV)

Fall. 4 credits. Limited to 18 students. This course is intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted). Apply in writing to the Chair, Department of Classics, 120 Goldwin Smith Hall. P. Pucci and L. Abel.

Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one- or two-hour session, during which the class participates in workshops with specially invited guests.

This course covers a wide range of Greek literary and philosophical works, as well as modern critical and philosophical writings on the Greeks. Our focus throughout is on the status of language, the many forms of discourse that appear in the literature, and the attempts the Greeks themselves made to overcome the perceived inadequacies and difficulties inherent in language as the medium of poetry and philosophy.

We inquire into the development of philosophy in the context of a culture infused with traditional, mythological accounts of the cosmos. We ask how poetic forms such as tragedy responded to and made an accommodation with philosophical discourse while creating a most emotional effect on the audience; how the first historians, using literary and philosophical discourse, created space for their own inquiry; and we discuss how these issues persist and are formulated in our own thinking.

[CLASS 218 Initiation to the Classical Tradition # (IV)]

Spring. 4 credits. See CLASS 217 front matter. Not offered 2002–2003.]

[CLASS 222 Ancient Fiction # (IV)]

Fall. 3 credits. All readings are in English. Not offered 2002–2003.

Ancient fiction blended ideal romance, fantastic adventure, and social realism into new literary forms that would have a lasting impact on the medieval and modern imagination, from early Christian and Renaissance literature to opera and film. This course surveys major works of fiction by Greek and Roman authors in translation, including the novels by Achilles Tatius, Apuleius, Chariton, Heliodorus, Longus, and Petronius and a selection of shorter pieces from related genres such as satire, biography, and travel accounts. Lecture and discussion address the development of several defining features: the central themes of love and death, the design and involution of narrative structure, the play of intertextuality, the drawing of imaginary landscapes, the portrayal of ethnic and social identity, and the labile classification of truth, or historicity, and falsehood, or fictionality. Students also evaluate several theoretical approaches to the interpretation of ancient fiction and consider the influence of the ancient novels on their successors.]

CLASS 223 The Comic Theater (also COM L 223 and THETR 223) # (IV)

Fall. 3 credits. J. Rusten.

The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, seventeenth-century France, the English Restoration, and Hollywood in the thirties and forties. Chief topics include: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.

[CLASS 229 War and Peace in Greece and Rome (also HIST 228) # (III or IV)]

Fall. 4 credits. Not offered 2002–2003.

B. Strauss.

For description, see HIST 228.]

CLASS 231 Ancient Philosophy (also PHIL 211) # (IV)

Fall. 4 credits. G. Fine.

For description, see PHIL 211.

[CLASS 234 Seminar: Eyewitness to War in the Ancient World (also HIST 232) # (III or IV)]

Spring. 3 credits. Not offered 2002–2003.

B. Strauss.

A study of ancient soldier-historians who participated in the campaigns about which they later wrote. Topics include historicity, autobiography, propaganda, prose style. Readings include selections from Thucydides, Xenophon, Julius Caesar, Josephus, Ammianus Marcellinus as well as, for comparative purposes, modern soldier-historians.]

CLASS 236 Greek Mythology (also COM L 236) # (IV)

Fall 2002 and summer 2003. 3 credits.

Limited to 200 students. D. Mankin.

A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

[CLASS 237 Greek Religion and Mystery Cults (also RELST 237) # (IV)]

Spring. 3 credits. Not offered 2002–2003.

K. Clinton.

Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course investigates the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history are studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabirot, the Great Gods of Samothrace, and Bacchic rites.]

CLASS 238 The Ancient Epic and Beyond # (IV)

Spring. 3 credits. K. Clinton.

We move, Odysseus-like, to the West: beginning with Homer's *Iliad* and *Odyssey*, we continue in the Hellenistic and Augustan eras

with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A shift in space and time has us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.

CLASS 244 Psyche, Ego, and Self # (IV)

Fall. 4 credits. C. Brittain and H. Pelliccia.

It is often claimed that the ancient Greeks lacked the "modern Western conception of the self," and its subsequent development was partly a result of the emergence of more introspective literary genres, such as autobiography (e.g. Augustine's *Confessions*). We examine the evidence for these claims in a variety of philosophical, literary, and psychological sources. Our starting point is the ancient Greek conceptions of soul or *psyche*, especially as these conceptions manifest themselves in decision-making. We move from Herodotus and Plato (5th–4th C. BCE) to St. Augustine 4th-to 5th C. CE, and end with early modern European (especially Cartesian) conceptions of the ego. Special attention is paid to the influence of a work's literary genre upon the representation of self in it, and to self-preservation as a function of rhetoric. Selected readings come from Herodotus, Euripides, Plato, Aristotle, Augustine, Descartes, and a variety of contemporary authors (philosophical, anthropological, and psychological).

Note: This is a sophomore writing seminar sponsored by the John S. Knight Institute. While not restricted to sophomores, they will be given priority since the course is intended to offer them (especially those considering Classics or Philosophy majors) an opportunity to develop their writing by working closely with faculty in an interdisciplinary context. We occasionally meet together with PHIL 216 whose reading list overlaps significantly with our own.

CLASS 258 Periclean Athens # (IV)

Spring. 4 credits. H. R. Rawlings III and J. Rusten.

The first five weeks provide a synoptic view of Athens' historical and cultural achievement in the middle of the fifth century B.C.—the traditional pinnacle of "The Glory that was Greece." Readings are taken from Greek historians, philosophers, poets, and documentary texts. At least two of the (75-minute) lectures are devoted to art history and delivered by a guest speaker. The next 7–8 weeks follow the course of the Peloponnesian War to its end; readings from Thucydides are interwoven with contemporaneous texts composed by the dramatists (Sophocles, Euripides, and Aristophanes) and the sophists (supplemented with readings from Plato). The remaining classes consider the fate of Socrates and a few other fourth-century developments. The basic aim of the course is to approach an understanding of how and why a vital and creative society came unglued. There are weekly discussion sections.

[CLASS 260 Conceptions of the Self in Classical Antiquity # (IV)]

Spring. 4 credits. There are no prerequisites for this course; all readings are in English. Not offered 2002–2003. C. Brittain.

The idea of a person or a 'self' seems to be something determined by nature: we each have one mind, a unique personality, and the capacity to act as moral agents. But the way in which we conceive of ourselves also depends on our beliefs about human nature, rationality, freedom, luck, and society. This course

examines a variety of very different conceptions of the self from the period 700 BCE to 400 CE, using a range of texts from Greek and Roman literature (including epic and tragedy), medical theory, and philosophy (both pagan and Christian).]

[CLASS 265 Ancient Greece from Homer to Alexander the Great (also HIST 265) # (III)]

4 credits. Open to freshmen. Not offered 2002-2003. B. Strauss.

For description, see HIST 265.]

CLASS 268 A History of Rome from Republic to Principate (also HIST 268) # (III)

Spring. 4 credits. Open to freshmen. J. Ginsburg.

For description, see HIST 268.

[CLASS 291 Classical Indian Narrative (also ASIAN 291) @ # (IV)]

Spring. 3 credits. Not offered 2002-2003. C. Minkowski.]

CLASS 303-304 Independent Study in Classical Civilization, Undergraduate Level

303, fall; 304, spring. Up to 4 credits.

CLASS 318 Aristotle (also PHIL 310)

Spring. 4 credits. J. Whiting.

Aristotle's practical and productive works (his *Ethics*, *Politics*, *Rhetoric*, and *Poetics*), with attention to their grounding in his theoretical works.

[CLASS 324 Translation for the Theatre (also THETR 423/623 and COM L 446/646) # (IV)]

Spring. 4 credits. Prerequisites: proficiency in language other than English; coursework in dramatic literature, directing, or playwriting. Not offered 2002-2003. J. E. Gainor.

For description, see THETR 423/623.]

[CLASS 331 Goths, Vandals, Franks, and Romans # (IV)]

Fall. 4 credits. Not offered 2002-2003. D. Shanzer.

Contemporary views of the Visigothic Sack of Rome by Alaric in 410 are followed by three different case-studies for co-existence of Roman and barbarian in Late Antiquity: the Vandal kingdom (North Africa), the Ostrogothic kingdom (Italy), and finally the one that lasted, the Frankish kingdom (Gaul). Readings include contemporary primary works as well as modern historiography.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333) # (IV)]

Fall. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 2002-2003. K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of classical mystery cults and Hellenistic religion, the course focuses on such Hellenistic and Roman cults as the mystery cults of Isis, Bacchus, Mithras, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

[CLASS 339 Plato (also PHIL 309) # (IV)]

Fall. 4 credits. Prerequisite: at least 1 previous course in philosophy. Not offered 2002-2003. G. Fine.

For description, see PHIL 309.]

CLASS 345 The Tragic Theater (also COM L 344 and THETR 345) # (IV)

Spring. 4 credits. Limited to 40 students. F. Ahl.

Tragedy and its audiences from ancient Greece to modern theater and film. Topics: origins of theatrical conventions; Shakespeare and Seneca; tragedy in modern theater and film. Works studied will include: Aeschylus' *Agamemnon*; Sophocles' *Oedipus Tyrannus*, *Philoctetes*; Euripides' *Alcestis*, *Helen*, *Iphigeneia in Aulis*, *Orestes*; Seneca's *Thyestes*, *Trojan Women*; Shakespeare's *Julius Caesar*, *Titus Andronicus*, *Othello*; Strindberg's *The Father*; Dürrenmatt's *The Visit*; Bergman's *Seventh Seal*; Cacoyannis' *Iphigeneia*.

[CLASS 382 Greeks, Romans, and Victorians (also COM L 382) # (IV)]

Spring. 4 credits. Not offered 2002-2003. F. Ahl.

This course explores how nineteenth-century (and especially Victorian English and Irish) poets, dramatists, and to a lesser extent, novelists, present Greco-Roman antiquity. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry are discussed in selected works of Thomas More, Shelley, Byron, Swinburne, W. S. Gilbert, Oscar Wilde, and the pre-Raphaelites and Victorian poets.]

[CLASS 390 The Sanskrit Epics (also ASIAN 390) @ # (IV)]

4 credits. Not offered 2002-2003. C. Minkowski.

For description, see ASIAN 390.]

[CLASS 395 Classical Indian Philosophical Systems (also ASIAN 395 and RELST 395) @ # (IV)]

Spring. 4 credits. Prerequisite: some background in philosophy or in classical Indian culture. Not offered 2002-2003. C. Minkowski.

For description, see ASIAN 395.]

CLASS 413 Topics in Ancient Philosophy (also PHIL 413)

Fall. 4 credits. J. Whiting.

Mind, self, and psychopathology in ancient philosophy.

[CLASS 445 Classic Modern Historiography of Ancient Greece (also HIST 435) (III)]

Fall. 4 credits. Prerequisite: an introductory course in ancient Greek history or civilization or permission of the instructor. Not offered 2002-2003. B. Strauss.

This upper-level seminar is an introduction to some of the main themes, directions, and controversies in modern research on ancient Greece. We read selections from the leading works of scholarship on ancient Greece from the nineteenth and twentieth century, including such authors as Grote, Burckhardt, Cornford, Glotz, Momigliano, M. I. Finley, Ste. Croix, Vernant, Vidal-Naquet, and the current crop of scholars.]

[CLASS 450 The Peloponnesian War (also CLASS 632 and HIST 450/630) # (III)]

Fall. 4 credits. Prerequisites: CLASS 211 or 217, HIST 265, or permission of instructor. Not offered 2002-2003. B. Strauss.

For description, see HIST 450.]

[CLASS 463 Gender and Politics in the Roman World (also HIST 463 and WOMNS 464) # (III or IV)]

Spring. 4 credits. Not offered 2002-2003. J. Ginsburg.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course addresses are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might have taken allow a place for women in Roman political life? What role did gender have in Roman political discourse and ideology? Why did issues such as family, marriage, and sexuality become subjects of political debate and legislation?]

[CLASS 469 Equality and Inequality in Ancient Greece (also HIST 469) # (III or IV)]

Fall. 4 credits. Prerequisite: HIST 265, CLASS 211 or 217, or written permission of the instructor. Not offered 2002-2003. B. Strauss.

For description, see HIST 469.]

[CLASS 480 Roman Society and Politics under the Julio-Claudians (also HIST 473) # (III or IV)]

Spring. 4 credits. Prerequisite: CLASS 212, HIST 268, or permission of instructor. Not offered 2002-2003. J. Ginsburg.

This course examines several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.]

CLASS 700 Doctoral Dissertation Research

Fall, spring. Letter grade only (0 credit). Staff.

CLASS 711-712 Independent Study for Graduate Students in Classical Civilization

711, fall; 712, spring. Up to 4 credits.

Greek

CLASS 101 Elementary Ancient Greek I

Fall. 4 credits. K. Clinton.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

CLASS 103 Elementary Ancient Greek II

Spring. 4 credits. Provides language qualification. Prerequisite: 101 or equivalent. Staff.

A continuation of CLASS 101, prepares students for CLASS 201.

CLASS 104 Intensive Greek

Summer. 6 credits. *Provides language qualification.* Not offered 2002–2003. Staff. An intensive introduction combining the fundamentals of ancient Greek grammar with readings from a variety of classical authors in the original Greek. Prepares students in a single semester for CLASS 201.]

CLASS 201 Intermediate Ancient Greek # (IV)

Fall. 3 credits. Prerequisite: CLASS 103 or 104 or equivalent. C. Brittain. Selected readings from Greek prose.

CLASS 203 Homer # (IV)

Spring. 3 credits. Prerequisite: CLASS 201. J. Coleman. Readings in the Homeric epic.

[CLASS 210 Attic Prose # (IV)]

3 credits. Prerequisite: CLASS 201. Not offered 2002–2003.]

CLASS 225–226 Independent Study in Greek, Undergraduate Level

225, fall; 226, spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict. Staff.

[CLASS 305 The Greek New Testament and Early Christian Literature # (IV)]

Fall. 4 credits. Prerequisite: CLASS 201 or equivalent, or permission of instructor. Not offered 2002–2003. D. Shanzer.

More advanced readings from the *Acts of the Apostles* and some exercises on the *Gospels* are followed by readings from Early Christian Greek literature. The latter may include theological tracts and hagiographical texts, e.g. martyr-acts, such as the Passion of Pionius or the Passion of Perpetua.]

CLASS 307–308 Independent Study in Greek, Undergraduate Level

307, fall; 308, spring. Up to 4 credits. Staff.

CLASS 310 Greek Undergraduate Seminar # (IV)

Fall and spring. 4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor. Fall topic: Euripides and Aristophanes. P. Pucci. Spring topic: Homer. K. Clinton.

CLASS 342 Greek Prose Composition (IV)

Fall. 4 credits. Prerequisite: CLASS 201 or permission of instructor. A. Nussbaum.

CLASS 417 Advanced Readings in Greek: Thucydides (also ENGL 417, ENGL 617) # (IV)

Fall. 4 credits. J. Rusten.

CLASS 419 Advanced Greek Composition (IV)

Spring. 4 credits. Prerequisite: CLASS 342 or equivalent. J. Rusten.

CLASS 421 Greek Comparative Grammar (also LING 451) (III)

Fall. 4 credits. A. Nussbaum. The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.

CLASS 427 Homeric Philology (also LING 457) (III)

Spring. 4 credits. A. Nussbaum. The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.

CLASS 511 Greek Philosophical Texts (also PHIL 411)

Fall and spring; up to 4 credits. Prerequisites: knowledge of Greek and permission of instructor. Staff. Readings of Greek philosophical texts in the original.

CLASS 545 Graduate TA Training

Fall and spring. 1 credit. H. Pelliccia and F. Ahl. Pedagogical instruction and course coordination. Required for all graduate student teachers of CLASS (Latin) 105–106 and Classics First-Year Writing Seminars.

[CLASS 555 Graduate Proseminar]

Fall. 1 credit. Not offered 2002–2003. Staff. Graduate students are introduced to the tools, techniques, and methods of classical scholarship.]

[CLASS 605–606 Graduate Survey of Greek Literature]

605, fall; 606, spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Not offered 2002–2003.

A survey of Greek literature in two semesters. CLASS 605: Greek literature from Homer to the mid-fifth century. CLASS 606: Greek literature from the late fifth century to the Empire.]

[CLASS 632 Topics in Ancient History (also CLASS 450 and HIST 450/630)]

Fall. 4 credits. Not offered 2002–2003. B. Strauss.

For description, see HIST 630.]

CLASS 671 Graduate Seminar in Greek: Pindar

Fall. 4 credits. H. Pelliccia.

CLASS 672 Graduate Seminar in Greek: Odyssey

Spring. 4 credits. P. Pucci.

CLASS 701–702 Independent Study for Graduate Students in Greek

701, fall; 702, spring. Up to 4 credits.

Latin

CLASS 105 Elementary Latin I

Fall. 4 credits. Staff. An introductory course designed to prepare students to start reading Latin prose at the end of a year. The class moves swiftly and meets daily. Work includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills.

CLASS 106 Elementary Latin II

Spring. 4 credits. *Provides language qualification.* Prerequisite: 105 or equivalent. Staff. A continuation of CLASS 105, using readings from various authors; prepares students for CLASS 205.

CLASS 107 Intensive Latin

Spring and summer. 6 credits. *Provides language qualification.* A. Nussbaum.

An intensive introduction that lays down the essentials of Latin grammar before progressing rapidly to readings from selected authors in the original Latin. Prepares students in a single semester for CLASS 205.

CLASS 108 Latin In Review

Fall. 4 credits. *Provides language qualification.* Prerequisite: placement by departmental examination. F. Ahl. This course is designed to accommodate students who have had some Latin, but are insufficiently prepared to take 106. It begins with review of some material covered in 105 and then continues with second-term Latin material (106). The class moves swiftly and meets daily. Work includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills. Students should be ready for CLASS 205 by the end of the course.

CLASS 205 Intermediate Latin # (IV)

Fall and spring. 3 credits. *Provides language proficiency.* Prerequisite: CLASS 106, 107, 108, or placement by departmental examination. Fall: J. Ginsburg; spring: staff. Readings in Latin prose.

CLASS 207 Catullus # (IV)

Spring. 3 credits. Prerequisite: CLASS 205. P. Pucci.

[CLASS 208 Roman Drama # (IV)]

3 credits. Prerequisite: CLASS 205. Not offered 2002–2003. Staff.]

CLASS 216 Vergil # (IV)

Fall. 3 credits. Prerequisite: CLASS 205. K. Clinton.

CLASS 227–228 Independent Study in Latin, Undergraduate Level

227, fall; 228, spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict. Staff.

CLASS 312 Latin Undergraduate Seminar # (IV)

Fall and spring. 4 credits. Prerequisite: 2 terms of 200-level Latin or permission of instructor. Fall topic: Roman Drama. D. Mankin. Spring topic: Suetonius and Tacitus. J. Ginsburg.

[CLASS 314 The Augustan Age # (IV)]

4 credits. Prerequisite: 2 terms of 200-level Latin or permission of instructor. Not offered 2002–2003. Staff.]

CLASS 315–316 Independent Study in Latin, Undergraduate Level

315, fall; 316, spring. Up to 4 credits. Staff.

[CLASS 317 Roman Historiography # (III or IV)]

4 credits. Prerequisite: 1 term of 300-level Latin or permission of instructor. Not offered 2002–2003. J. Ginsburg.]

[CLASS 341 Latin Prose Composition #

4 credits. Prerequisite: 1 term of 200-level Latin or permission of instructor. Not offered 2002–2003. K. Clinton.]

[CLASS 369 Intensive Medieval Latin Reading # (IV)]

Summer only. 4 credits. Not offered 2002–2003. D. Shanzer. Web site: [www.arts.cornell.edu/classics/Classes/Classics 369/Med_Latin.html](http://www.arts.cornell.edu/classics/Classes/Classics%20369/Med_Latin.html)]

CLASS 411 Advanced Readings in Latin Literature: Tacitus, *Dialogus* and *Germania* # (IV)

Fall. 4 credits. J. Ginsburg.

CLASS 412 Advanced Readings in Latin Literature # (IV)

Spring. 4 credits. D. Shanzer.

CLASS 420 Plautus # (IV)

4 credits. Prerequisite: at least one 300-level Latin course or permission of instructor. Not offered 2002-2003. A. Nussbaum.]

CLASS 422 Latin Comparative Grammar (also LING 452) (III)

Not offered 2002-2003.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

CLASS 441 Advanced Latin Prose Composition

Spring. 4 credits. For graduate students. Only those undergraduates who have completed CLASS 341 and have permission of the instructor may enroll. Not offered 2002-2003. Staff.]

CLASS 555 Graduate Proseminar

Fall. 1 credit. Not offered 2002-2003. Staff. Graduate students are introduced to the tools, techniques, and methods of Classical scholarship.]

CLASS 603 Later Latin Literature: Late Antique and Medieval Haglography

Spring. 4 credits. Not offered 2002-2003. D. Shanzer.]

CLASS 625-626 Graduate Survey of Latin Literature

625 fall; 626 spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Fall, C. Sogno; spring, F. Ahl.

A survey of Latin literature in two semesters.

CLASS 679 Graduate Seminar in Latin: The Flavians

Fall. 4 credits. Not offered 2002-2003. F. Ahl.]

CLASS 680 Graduate Seminar in Latin

Spring. 4 credits. Not offered 2002-2003.]

CLASS 751-752 Independent Study for Graduate Students in Latin

751, fall; 752, spring. Up to 4 credits. Staff.

Classical Art and Archaeology**CLASS 220 Introduction to Art History: The Classical World (also ART H 220) # (IV)**

Spring. 4 credits. Each student must enroll in a section. Not offered 2002-2003. A. Ramage.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the time of Constantine the Great.]

CLASS 221 Minoan-Mycenaean Art and Archaeology (also ARKEO 221 and ART H 221) # (IV)

Fall. 3 credits. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The

main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.

CLASS 232 Archaeology in Action I (also ARKEO 232 and ART H 224) # (IV)

3 credits. Prerequisite: permission of instructor. Not offered 2002-2003. P. I. Kuniholm.]

CLASS 233 Archaeology in Action II (also ARKEO 233 and ART H 225) # (IV)

3 credits. Prerequisite: permission of instructor. Not offered 2002-2003. P. I. Kuniholm.

For description, see ART H 225.]

CLASS 240 Greek Art and Archaeology # (IV)

Spring. 3 credits. J. Coleman.

Introduction to the material culture of Greece from the Early Iron Age to the coming of the Romans (ca. 1000 BC to 31 BC). The course focuses not only on famous monuments such as the Parthenon, but also on the evidence for daily life and for contact with other civilizations of the Mediterranean. A critical attitude is encouraged toward the interpretation of archaeological remains and toward contemporary uses (and misuses) of the past.

CLASS 256 Practical Archaeology (also ARKEO 256) (III or IV)

Spring. 3 credits. Not offered 2002-2003. J. Coleman.

An introduction to the aims and methods of field archaeology. Topics covered include: remote sensing (satellite images and aerial photos); surface survey; subsurface investigations by magnetometer, ground penetrating radar, etc.; the layout and development of a land excavation; underwater excavations; the collection, description, illustration, and analysis of artifacts and data, such as pottery, lithics, botanical samples, and radiocarbon samples. Hands-on experience with potsherds and other artifacts from prehistoric and Classical Greece and Cyprus in the university's collections is intended to prepare students for work in the field.]

CLASS 309 Dendrochronology of the Aegean (also ARKEO 309 and ART H 309) # (IV)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Letter grade only. Limited to 10 students. P. I. Kuniholm.

For description, see ART H 309.

CLASS 319 Art in the Daily Life of Greece and Rome (also ART H 319) # (IV)

Spring. 4 credits. A. Ramage.

For description, see ART H 319.

CLASS 320 The Archaeology of Classical Greece (also ART H 320) # (IV)

4 credits. Not offered 2002-2003. A. Ramage.]

CLASS 321 Mycenae and Homer (also ARKEO 321 and ART H 321) # (IV)

Fall. 4 credits. Prerequisite: at least 1 previous course in archaeology, classics, or history of art. Not offered 2002-2003. J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric

Iliad and *Odyssey*. Topics include Mycenaean architecture, burial customs, kingship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); the nature of the Homeric poems and their value as historical sources.]**CLASS 322 Greeks and Barbarians (also ART H 328) # (IV)**

Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2002-2003. J. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the peoples of the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course focuses on Greek relationships with Egypt, Phoenicia, Cyprus, Anatolia, and Italy in the post-Bronze Age period.]

CLASS 323 Painting in the Greek and Roman World (also ART H 323) # (IV)

4 credits. Not offered 2002-2003. A. Ramage.]

CLASS 325 Greek Vase Painting (also ART H 325) # (IV)

Fall. 4 credits. Not offered 2002-2003. A. Ramage.

For description, see ART H 325.]

CLASS 327 Greek and Roman Coins (also ART H 327) # (IV)

4 credits. A. Ramage.

For description, see ART H 327.

CLASS 329 Greek Sculpture (also ART H 329) # (IV)

4 credits. Not offered 2002-2003. J. Coleman.

An examination of ancient Greek sculpture, both three-dimensional and two-dimensional, from the Archaic to the Hellenistic period. Aspects of the works studied include: technological advances, changing ideology of the sculptors, regionalism of styles, and taste of individual patrons.]

CLASS 350 Arts of the Roman Empire (also ART H 322) # (IV)

Fall. 4 credits. A. Ramage.

For description, see ART H 322.

CLASS 357-358 Independent Study in Classical Archaeology, Undergraduate Level

357, fall; 358, spring. Up to 4 credits.

CLASS 423 Ceramics (also ARKEO 423 and ART H 423) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. A. Ramage.

For description, see ART H 423.

CLASS 430 Seminar on the Bronze Age Architecture of Asia Minor (also ARKEO 425 and ART H 425) # (IV)

Spring. 4 credits. Not offered 2002-2003. P. I. Kuniholm.

For description, see ART H 425.]

CLASS 432 Sardis and the Cities of Asia Minor (also ARKEO 432 and ART H 424) # (IV)

4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. A. Ramage.

For description, see ART H 424.]

[CLASS 434 The Rise of Classical Greece (also ARKEO 434 and ART H 434) # (IV)]

Spring. 4 credits. Recommended: CLASS 220 or 221, ART H 220 or 221, or permission of instructor. Not offered 2002–2003. P. I. Kuniholm.
For description, see ARKEO 434.]

[CLASS 435 Seminar on Roman Art and Archaeology (also ARKEO 435 and ART H 427) # (IV)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. A. Ramage.
For description, see ART H 427.]

[CLASS 629 The Prehistoric Aegean (also ARKEO 629)]

4 credits. Not offered 2002–2003. J. Coleman.
Seminar with focus on the Aegean and neighboring regions in the Neolithic and Early Bronze Ages.]

CLASS 630 Seminar in Classical Archaeology (also ARKEO 520 and ART H 520)

Spring. 4 credits. P. Kuniholm.
For description, see ARKEO 520.

CLASS 721–722 Independent Study for Graduate Students in Classical Archaeology

721, fall; 722, spring. Up to 4 credits. Staff.

Greek and Latin Linguistics**CLASS 421 Greek Comparative Grammar (also LING 451) (III)**

Spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. A. Nussbaum.
The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.

[CLASS 422 Latin Comparative Grammar (also LING 452) (III)]

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 2002–2003. A. Nussbaum.
The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

[CLASS 424 Italic Dialects (also LING 454) (III)]

4 credits. Not offered 2002–2003. A. Nussbaum.]

[CLASS 425 Greek Dialects (also LING 455) (III)]

Fall. 4 credits. Not offered 2002–2003. A. Nussbaum.]

[CLASS 426 Archaic Latin (also LING 456) (III)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 2002–2003. A. Nussbaum.
Reading of epigraphic and literary pre-Classical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

CLASS 427 Homeric Philology (also LING 457) (III)

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. A. Nussbaum.
The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.

[CLASS 429 Mycenaean Greek (also LING 459) (III)]

Spring. 4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 2002–2003. A. Nussbaum.]

Sanskrit**[CLASS 131–132 Elementary Sanskrit (also LING 131–132 and SANSK 131–132)]**

131, fall; 132, spring. 4 credits each term. CLASS 132 provides language qualification. Not offered 2002–2003. C. Minkowski.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

CLASS 251–252 Intermediate Sanskrit (also LING 251–252 and SANSK 251–252) @ # (IV)

251, fall; 252, spring. 3 credits each term. CLASS 251 provides language proficiency. Prerequisite: CLASS 132 or equivalent. C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.

CLASS 403–404 Independent Study in Sanskrit, Undergraduate Level

403, fall; 404, spring. Up to 4 credits. Staff.

CLASS 703–704 Independent Study for Graduate Students in Sanskrit

703, fall; 704, spring. Up to 4 credits. Staff.

Also see CLASS 291, 390, and 395 (Classical Civilization listings).

Honors Courses**CLASS 472 Honors Course: Senior Essay**

Fall and spring. 8 credits. An adviser must be chosen by the end of the student's sixth semester. Topics must be approved by the Standing Committee on Honors by the beginning of the seventh semester.
See "Honors," Classics front matter.

Related Courses in Other Departments and Programs

See listings under:

Archaeology
Asian Studies
Comparative Literature
English
History
History of Art
Medieval Studies
Linguistics
Near Eastern Studies

Philosophy
Religious Studies
Society for the Humanities
Women's Studies

COGNITIVE STUDIES PROGRAM

S. Edelman (psychology), director. G. Gay (communication); C. Cardie, R. Constable, J. Halpern, D. Huttenlocher, L. Lee, B. Selman, R. Zabih (computer science); A. Hedge (design and environmental analysis); K. Basu, L. Blume, D. Easley (economics); J. Dunn, R. Ripple, D. Schrader (education); S. Wicker (electrical and computer engineering); R. Canfield, M. Casasola, S. Ceci, B. Koslowski, B. Lust, S. Robertson, E. Temple, Q. Wang, E. Wethington, W. Williams (human development); K. O'Connor, J. Russo (Johnson Graduate School of Management); J. Bowers, A. Cohn, M. Diesing, J. Gair, W. Harbert, S. McConnell-Ginet, C. Rosen, M. Rooth, Y. Shirai, J. Whitman, D. Zec (linguistics); A. Nerode, R. Shore (mathematics); F. Valero-Cuevas (mechanical and aerospace engineering); C. Linster, R. Harris-Warrick, H. Howland, R. Hoy, H. K. Reeve (neurobiology and behavior); R. Boyd, C. Ginet, D. Graff, B. Hellie, H. Hodes, S. Shoemaker, Z. Szabo, J. Whiting (philosophy); M. Christiansen, J. Cutting, R. Darlington, T. DeVogd, D. Dunning, S. Edelman, D. Field, B. Finlay, T. Gilovich, B. Halpern, A. Isen, S. Johnson, R. Johnston, C. Krumhansl, U. Neisser, M. Owren, E. Adkins Regan, M. Spivey (psychology); H. Mialet (science and technology studies); M. Macy (sociology). S. Hertz (associate member).

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, the organization of motor action, and their neural correlates. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Economics, Linguistics, Mathematics, Neurobiology and Behavior, Philosophy, Psychology, Science & Technology Studies, and Sociology. Elsewhere in the university they are represented in the Departments of Computer Science, Mechanical and Computer Engineering (College of Engineering), the Departments of Design and Environmental Analysis and Human Development (College of Human Ecology), the Departments of Communication and Education (College of Agriculture and Life Sciences), and the Johnson Graduate School of Management.

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components and how they are biologically represented in the brain. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

Undergraduate Concentration

An interdisciplinary undergraduate concentration in Cognitive Studies is available to Cornell University undergraduates in the College of Arts and Sciences. Students from other colleges who seek such a concentration should discuss such possibilities with the Cognitive Studies office, which will provide information and contacts concerning such concentrations.

The undergraduate concentration in Cognitive Studies is designed to enable students to engage in a structured program directly related to the scientific study of cognition and the mind. The concentration provides a framework for the design of structured, supervised programs of study in this growing interdisciplinary field. Such programs of study serve as complements to coursework in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in their major, independent of their work in the concentration. Independent majors and college scholars may also apply. Colleges vary in their procedures for formal recognition of this concentration (contact the Cognitive Studies office for details). The Cognitive Studies Program faculty have designed five structured "tracks" that offer students different ways of satisfying the concentration. In addition, students are always able to construct their own programs of study subject to approval by their concentration adviser. The courses listed under each track are program suggestions. The student should consult with his/her Cognitive Studies adviser to develop a more customized curriculum. In some cases, students may want to combine or cross tracks.

In general, it is expected that students in the concentration will take COGST 101, a lab course such as COGST 201, and three courses at the 300 or 400 level in at least two departments. Even though only five courses are required to complete the concentration, we expect that students interested in cognitive studies will often end up taking more, and we encourage them to do an independent research project (COGST 470) and a research workshop such as COGST 471.

The five typical tracks are as follows. The first track involves a particular approach to the study of cognition. The other four tracks are structured around specific content domains and consist of sets of suggested course clusters. Please note that many of these courses have substantial prerequisites.

1. Cognitive Studies in Context: The Workplace, the Classroom, and Everyday Life

Foundational issues in cognitive science are intimately relevant to real world settings. The Cognitive Studies in Context track offers students the opportunity to learn and independently explore how theory and research on the mind can help us better understand how we use

information in much of our daily activities, whether it be the workplace, the classroom, or any other aspect of everyday life. Students will come to better understand the cognitive ergonomics of such diverse settings as an aircraft cockpit, a quality control station on an assembly line, or an anesthesia station in a surgical suite. They will come to better understand the perceptual constraints that help tailor the nature of visual communication systems, or the linguistic constraints that help tailor text-based communication. They will come to see how the functional architecture of human memory guides the presentation and use of information in a wide array of settings. They will also learn how design constraints on computer hardware and software interact with human capacities and biases.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 342/PSYCH 342, Human Perception: Applications to Computer Graphics, Arts, and Visual Display
COGST 416/PSYCH 416, Modeling Perception and Cognition

In addition, three more upper-level approved courses in Cognitive Studies areas will normally be expected.

2. Perception and Cognition

This track focuses on psychological, computational, and neurobiological approaches to the interface between perception and cognition. Students will develop a grasp of the continuum between sensory impressions and complex thought.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 214/PSYCH 214, Cognitive Psychology
COGST 342/PSYCH 342, Human Perception: Applications to Computer Graphics, Art, and Visual Display
COGST 416/PSYCH 416, Modeling Perception and Cognition
COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
BIONB 326, The Visual System
PSYCH 305, Visual Perception
PSYCH 316, Auditory Perception
PSYCH 412, Laboratory in Cognition and Perception
PSYCH 418, Psychology of Music
PSYCH 419, Neural Networks Laboratory
COGST 465/COM S 392/PSYCH 465, Topics in High-Level Vision

3. Language and Cognition

This track focuses on the representation, processing, and acquisition and learning of language, as well as its role in cognition and culture. Students will acquire skills and knowledge in formal and applied linguistic theory, psycholinguistic experimentation, and computational modeling techniques.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 214/PSYCH 214, Cognitive Psychology
COGST 215/LING 215/PSYCH 215, Psychology of Language
COGST 270/LING 270/PHIL 270, Truth and Interpretation
COGST 416/PSYCH 416, Modeling Perception and Cognition
COGST 436/HD 436/LING 436/PSYCH 436, Language Development
COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
COM S 411, Programming Languages and Logics
LING 203, Introduction to Syntax and Semantics
LING 301-302, Phonology I & II
LING 303-304, Syntax I & II
LING 309, Morphology
LING 319-320, Phonetics I & II
LING 325, Pragmatics
LING 403, Introduction to Applied Linguistics
LING 421-422, Semantics I & II
PHIL 332, Philosophy of Language
PSYCH 415, Concepts, Categories, and Word Meanings

4. Cognition and Information Processing

This track focuses on how the mind (or a computer) can encode, represent, and store information. Students will develop an understanding of concepts, categories, memory, and the nature of information itself.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 214/PSYCH 214, Cognitive Psychology
COGST 414/PSYCH 414, Comparative Cognition
COGST 416/PSYCH 416, Modeling Perception and Cognition
COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
COM S 211, Computers and Programming
COM S 212, Structure and Interpretation of Computer Programs
COM S 472, Foundations of Artificial Intelligence
COM S 473, Practicum in Artificial Intelligence
PHIL 262, Philosophy of Mind
PHIL 362, Philosophy of Mind
PSYCH 311, Introduction to Human Memory
PSYCH 412, Laboratory in Cognition and Perception
PSYCH 413, Information Processing: Conscious and Nonconscious
PSYCH 415, Concepts, Categories, and Word Meanings
PSYCH 417, The Origins of Thought and Knowledge

5. Cognitive Neuroscience

This track focuses on neurobiological and computational approaches to understanding how perception and cognition emerge

in the human brain. Students will acquire knowledge of what neural structures subserve what perceptual/cognitive processes, and how they interact.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science

COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory

COGST 214/PSYCH 214, Cognitive Psychology

COGST 330/BIONB 330/PSYCH 330, Introduction to Computational Neuroscience

COGST 416/PSYCH 416, Modeling Perception and Cognition

COM S 401, Programming Languages and Software Engineering

PSYCH 332/BIONB 328, Biopsychology of Learning and Memory

PSYCH 396/BIONB 396, Introduction to Sensory Systems

PSYCH 419, Neural Networks Laboratory

PSYCH 425, Cognitive Neuroscience

PSYCH 440, The Brain and Sleep

A Cognitive Studies undergraduate laboratory and computer facility is available for all students in a Cognitive Studies concentration. This facility will help link resources from different laboratories across the Cornell campus as well as providing a central location for developing and conducting experimental research in cognitive studies.

Students who complete the concentration requirements will have their concentration in Cognitive Studies officially represented on their transcript. In addition, students who have made very substantial progress towards completing the requirements for the concentration will be eligible for enrollment in the graduate courses in Cognitive Studies during their senior year.

Concentration Application Procedures.

Initial inquiries concerning the undergraduate concentration should be made to the Cognitive Studies Program coordinator, Linda LeVan, cogst@cornell.edu, 255-6431, who will provide application materials and set up a meeting with a relevant member of the Undergraduate Concentration Committee. This Committee will assist the student with selection of a concentration adviser with expertise in the student's main area of interest.

To formally initiate the concentration in Cognitive Studies, a student must gain approval for a selection of courses from a concentration adviser (one of the program faculty). The courses selected must form a coherent cluster that makes sense to both the adviser and the student. To be admitted to the concentration, the student must submit this plan of study to the Cognitive Studies undergraduate faculty committee for final approval.

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. Often, the adviser can help the student develop independent research experience.

Independent Research. The concentration encourages each student to be involved in independent research that bears on research

issues in cognitive studies, if possible. COGST 470 is available for this purpose. It is recommended that students report on their research activities in an annual undergraduate forum. The Undergraduate Concentration Committee is committed to helping students find an appropriate research placement when needed.

The Committee for Undergraduate Concentration in Cognitive Studies consists of: Bart Selman, computer science, 5-5643, 4144 Upson Hall, selman@cs.cornell.edu; Draga Zec, linguistics, 5-0728, 217 Morrill Hall, DZ17@cornell.edu; Zoltan Szabo, philosophy, 5-6824, 218 Goldwin Smith, ZS15@cornell.edu; Michael Owren, psychology, 5-3835, 224 Uris Hall, MJO9@cornell.edu. The current Director of Undergraduate Studies is Draga Zec.

Graduate Minor

Entering graduate students, as well as advanced undergraduates, who are interested in cognition and in the cognitive sciences are advised to take the 4-credit course COGST 501, Cognition, in Fall semester. To obtain the full four credits, a student will have to enroll concurrently in PSYCH 214/COGST 214 or in COGST 101; alternatively, COGST101 may be taken earlier as a prerequisite.

Graduate students minoring in Cognitive Studies should take COGST 531, Topics in Cognitive Studies, at some point after taking COGST 501. This is a "topics" course, which focuses on different issues each spring semester, and also is open to advanced undergraduate students.

For more information, consult the program office (282 Uris Hall, 255-6431, cogst@cornell.edu) or the director of graduate studies, Shimon Edelman, 255-6365; se37@cornell.edu.

Courses

Cognitive Studies

[COGST 101 Introduction to Cognitive Science (also COM S 101, LING 170, PHIL 191, and PSYCH 102) (III)]

Fall. 3 or 4 credits (the 4-credit option involves a writing section instead of taking exams). Not offered 2002-2003. M. Spivey.

This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.]

[COGST 111 Brain, Mind, and Behavior (also BIONB 111 and PSYCH 111) (I)]

Spring. 3 credits. Letter grade only. Intended for freshman and sophomores in the humanities and social sciences; seniors not allowed. Not recommended for psychology majors; biology majors may not use the course for credit toward the major. Not offered 2002-2003. R. Hoy and E. Adkins Regan.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course enables students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?]

COGST 172 Computation, Information, and Intelligence (also COM S 172 and ENGR1 172)

Fall. 3 credits. Prerequisite: some knowledge of calculus. L. Lee.

An introduction to computer science using methods and examples from the field of artificial intelligence. Topics include game playing, search techniques, learning theory, computer-intensive methods, data mining, information retrieval, the web, natural language processing, machine translation, and the Turing test. This is not a programming course; rather, "pencil and paper" problem sets will be assigned. Not open to students who have completed the equivalent of COM S 100.

[COGST 201 Cognitive Science in Context Laboratory (also COM S 201 and PSYCH 201) (III)]

Spring. 4 credits. Prerequisite: "Introduction to Cognitive Science" COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102. Knowledge of programming languages is not assumed. Limited to 24 students. Not offered 2002-2003. D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, e-mail, and web sites are integral components of the course.

The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings. Students are expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities are available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data will be facilitated.]

COGST 214 Cognitive Psychology (also PSYCH 214 and 614) (III)]

Fall. 3 or 4 credits. The 4-credit option involves some participation in COGST 501 or PSYCH 614. Sophomore standing required. Limited to 150 students. S. Edelman.

The course serves as a broad overview of problems arising in the study of cognition and of the information-processing, or computa-

tional, approaches to solving these problems, in natural and artificial cognitive systems. Theoretical and experimental challenges posed by the understanding of perception, attention and consciousness, memory, thinking, and language are discussed and analyzed. Participants acquire conceptual tools essential for following the current debates on the nature of mind and its relationship to the brain.

COGST 215 Psychology of Language (also LING 215/715 and PSYCH 215/715) (III)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisite: any one course in Psychology or Human Development. M. Christiansen.

This course provides an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the origin of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

COGST 220 The Human Brain and Mind: Biological Issues in Human Development (also HD 220)

Fall. 3 credits. Prerequisite: HD 115, or permission of instructor. E. Temple.

What do we know about the biology of the mind? As long ago as the 1600s, when the philosopher, Descartes, speculated on how the mind and body interact, humans have been fascinated by how the chunk of tissue we call the brain can give rise to all the complexity that is human behavior. This course is designed as an introduction to the biology underlying human behavior. After studying basic concepts in neurobiology and neuroanatomy, the course will explore a variety of topics, such as how the brain reacts to drugs and hormones, and what brain mechanisms underlie seeing, hearing, thinking, talking, feeling emotions and desires, and dreaming. We will try to understand what is understood (and what is *not* yet understood) about the biological mechanisms underlying the human experience. In addition, we will discuss the biology of clinical disorders throughout. This course will give background necessary for other courses in HD that focus on biological mechanisms of human development and serves as a prerequisite for many of them.

COGST 230 Cognitive Development (also HD 230)

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101. Q. Wang.

This course is designed to help students develop a broad understanding of the mechanisms, processes, and current issues in cognitive development and learn to do critical, in-depth analyses of developmental research. We will discuss how children's thinking changes over the course of development and evaluate psychological theories and research on various aspects of cognitive development. Topics include perception, representation and concepts, reasoning and problem solving, social cognition, memory, metacognition, language and thought, and academic skills. Students will also have hands-on research experiences with "real" kids.

[COGST 264 Language, Mind, and Brain (also LING 264) (III)]

Spring. 4 credits. Not offered 2002-2003. J. Bowers.

An introductory course that emphasizes the formal structure of natural language in the Minimalist framework. The following topics are covered: the formal representation of linguistic knowledge, principles, and parameters of Universal Grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. The course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

[COGST 270 Truth and Interpretation (also LING 270 and PHIL 270) (III or IV)]

Spring. 4 credits. Not offered 2002-2003.]

COGST 330 Introduction to Computational Neuroscience (also BIONB 330 and PSYCH 330)

Fall. 3 credits. Limited to 25 students.

Prerequisites: BIONB 222 or permission of instructor. Offered alternate years.

C. Linster.

This course covers the basic ideas and techniques involved in computational neuroscience. The course surveys diverse topics including: neural dynamics of small networks of cells, neural coding, learning in neural networks and in brain structures, memory models of the hippocampus, sensory coding and others.

[COGST 333 Problems in Semantics—Quantification in Natural Language (also LING 333 and PHIL 333) (III or IV)]

Spring. 4 credits. Prerequisites: a previous course in formal semantics (e.g., LING 421) or logic (e.g., PHIL 231) or permission of instructor. Not offered 2002-2003.

S. McConnell-Ginet and Z. G. Szabó.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus is on quantification. Languages offer a variety of resources for expressing generalizations: *some, every, no, many*, and other quantifying expressions that appear inside noun phrases; *always, never, occasionally*, and other adverbial quantifying expressions not associated with particular nominals; constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*). How different are these resources and what might they imply about basic cognitive and linguistic capacities?]

COGST 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and 642) (III)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of instructor. PSYCH 205 strongly recommended. D. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media

channels, it is important to consider the limitations and abilities of the human observer. The course considers a number of applied aspects of human perception with an emphasis on the display of visual information. Topics covered include: "three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

COGST 414 Comparative Cognition (also PSYCH 414 and 714) (III)

Spring. 3 or 4 credits. The 4-credit option involves an annotated bibliography or creating a relevant web site. Prerequisites: PSYCH 205, 209, 214, 223, 292, or permission of instructor. M. Owren.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" plays a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates is a specific focus throughout. The course is a mix of lecture and discussion, emphasizing the latter as much as possible.

[COGST 416 Modeling Perception and Cognition (also PSYCH 416 and 616) (III)]

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Not offered 2002-2003. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis is placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course covers computational accounts of language processing, language acquisition, visual perception, and visual development, among other topics. Students complete a final project that applies a computational model to some perceptual/cognitive phenomena.]

[COGST 424 Computational Linguistics (also COM S 324 and LING 424) (III)]

Spring. 4 credits. Prerequisite: LING 203. Labs involve work in the Unix environment; COM S 114 is recommended. Not offered 2002-2003. M. Rooth.

Steady progress in formalisms, algorithms, linguistic knowledge, and computer technology is bringing computational mastery of the syntax, morphology, and phonology of natural languages within reach. The course introduces methods for "doing a language" computationally, with an emphasis on approaches which combine linguistic knowledge with powerful computational formalisms. Topics include: computational grammars, parsing, representation of syntactic analyses; finite state morphology; weighted grammars; feature constraint formalisms for syntax; treebank and other markup methodology; robust low-level syntax and semantics;

and experimental-modeling methodology using large data samples.]

COGST 428 Connectionist Psycholinguistics (also PSYCH 428/628)

Fall. 3 credits. Prerequisites: senior standing or permission of instructor.

Offered alternate years. M. Christiansen.

Connectionist psycholinguistics involves using (artificial) 'neural' networks, which are inspired by brain architecture, to model empirical data on the acquisition and processing of language. As such, connectionist psycholinguistics has had a far-reaching impact on language research. In this course, we will survey the state of the art of connectionist psycholinguistics, ranging from speech processing and word recognition, to inflectional morphology, sentence processing, language production and reading. An important focus of discussion will be the methodological and theoretical issues related to computational modeling of psychological data. We will furthermore discuss the broader implications of connectionist models of language, not only for psycholinguistics, but also for computational and linguistic perspectives on language.

COGST 433 Developmental Cognitive Neuroscience (also HD 433)

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101 and 1 semester of biology.

Enrollment limit of 25. E. Temple.

What are the brain mechanisms underlying human behavior and cognition? How do those underlying brain mechanisms develop? These are the questions that we will explore in this course through both lecture and reading and discussion of primary literature. The first weeks of class will cover basics of developmental neurobiology and neuroanatomy and methods used in the field of cognitive neuroscience (especially neuroimaging techniques). After the introductory and methods information is covered we will change to a weekly format where there will be lecture and discussion of current research papers. Each week we will focus on a particular cognitive ability like language, memory, attention, inhibitory control, etc. For each topic we will explore what is known about the brain mechanisms that underlie that particular function, how those brain mechanisms develop over the life span, and where possible, the brain mechanisms underlying disorders of that particular cognitive function.

COGST 435 Mind, Self, and Emotion: Research Seminar (also HD 435)

Fall. 3 credits. Offered to upperclass undergraduate and graduate students.

Limited to 20 students. Letter grade only.

Q. Wang.

This course examines current data and theory concerning memory, self, and emotion from a variety of perspectives and at multiple levels of analysis, particularly focusing on the interconnections among these fields of inquiry. A special emphasis is given to cross-cultural studies on memory development, self-construal, and conception of emotion.

COGST 436 Language Development (also HD 436, LING 436, and PSYCH 436) (III)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633, LING 700, or PSYCH 600, a supplemental graduate seminar. Prerequisite: at least one course

in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "Universal Grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available (see COGST 450/HD 437/LING 450/PSYCH 437).

COGST 437 Thinking and Reasoning (also HD 438)

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101. B. Koslowski.

The course examines problem solving and transfer, pre-causal thinking, logical thinking, practical syllogisms, causal reasoning, scientific reasoning, theories of evidence, expert vs. novice differences, and nonrational reasoning. Two general issues run through the course: the extent to which children and adults approximate the sorts of reasoning that are described by various types of models, and the extent to which various models accurately describe the kind of thinking that is required by the types of problems and issues that arise and must be dealt with in the real world.

COGST 438 Minds, Machines, and Intelligence (also S&TS 438) (III)

Spring. 4 credits. H. Miale.

Do machines think? Do they have minds? Are they intelligent? What can humans do that machines can't do and vice versa? How do humans use machines and how do machines use humans? In this course we focus on how philosophers such as Turing, Searle, Dreyfus etc. have dealt with these questions. At the same time, however, we are also concerned with trying to rethink the themes raised by these thinkers in light of social scientists who have studied how people and machines interact in specific (local) contexts, as for example, in a plane's cockpit or on the Internet. Topics may also include virtual surgery, speech recognition, and expert systems in medicine.

[COGST 439 Cognitive Development: Infancy through Adolescence (also HD 439)]

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101. Letter grade only. Not offered 2002-2003. B. Koslowski.

The course will be an overview of current and classic issues and research in cognitive development. Central topics of both "hard cognition" (e.g., information processing and neuropsychological functioning) and "soft cognition" (e.g., problem solving, concepts, and categories) will be covered. Selected topics will be linked to methodological issues and to important social issues such as cross-cultural cognitive development and putative racial and social class differences.]

COGST 450 Lab Course: Language Development (also HD 437, LING 450, and PSYCH 437)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

This laboratory course is an optional supplement to the survey course, Language Development (COGST/HD/LING/PSYCH 436). The lab course provides students with a hands-on introduction to scientific research, including design and methods, in the area of first language acquisition.

COGST 452 Culture and Human Development (also HD 452)

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101. Limited to 30 students.

Q. Wang.

The course takes an interdisciplinary approach to address the central role of culture in human development. It draws on diverse theoretical perspectives, including psychology, anthropology, education, ethnography, and linguistics, to understand human difference, experience, and complexity. Empirical reflections are taken upon major developmental topics such as cultural aspects of physical growth and development; culture and cognition; culture and language; culture, self, and personality; cultural construction of emotion; culture issues of sex and gender; and cultural differences in pathology.

COGST 465 Topics in High-Level Vision (also COM S 392 and PSYCH 465/665) (III)

Spring. 4 credits. Offered alternate years. S. Edelman.

High-level vision is a field of study concerned with functions such as visual object recognition and categorization, scene understanding, and reasoning about visual structure. It is an essentially cross-disciplinary endeavor, drawing on concepts and methods from neuroanatomy and neurophysiology, cognitive psychology, applied mathematics, computer science, and philosophy. The course concentrates on a critical examination of a collection of research publications, linked by a common thread, from the diverse perspectives offered by the different disciplines. Students write bi-weekly commentaries on the assigned papers, and a term paper integrating the material covered in class.

COGST 470 Undergraduate Research in Cognitive Studies

Fall or spring. 1-4 credits. S-U grades optional. Prerequisite: permission of major adviser; written permission of Cognitive Studies faculty member who will supervise the research and assign the grade.

Cognitive Studies faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to cognitive studies.

COGST 471 Cognitive Studies Research Workshop

Fall or spring. Credits variable. Prerequisites: student must be enrolled in an independent research course (either in Cognitive Studies, e.g., COGST 470, or in a related department), or in honors thesis research in one of the departments relevant to Cognitive Studies. Staff. (Interdisciplinary faculty from Cognitive Studies Program).

This course provides a research workshop in which undergraduate students who are engaged in research in a particular area relevant to cognitive science can meet across disciplines to learn and practice the essentials of research, using interdisciplinary approaches. In this workshop, students critique and discuss the existing literature in a field of

inquiry, individual students present their research designs, methods, and results from their independent research studies, debate the interpretation of their research results, and participate in the generation of new research hypotheses and designs, in a peer group of other undergraduate students involved in related research.

COGST 474 Introduction to Natural Language Processing (also COM S 474 and LING 474) (III)

Fall. 4 credits. M. Rooth.

The course presents formalisms, algorithms, and methodology for manipulating natural languages computationally. It emphasizes parts of natural language (syntax and morphology, but not semantics) where algorithms and scientific understanding make it possible for us to create and implement approximately complete accounts of linguistic phenomena and also manipulate large samples of language use (a million or a billion words). Most of the methods are not only useful for engineering applications but also advance our scientific understanding of human languages.

COGST 476-477 Decision Theory (also COGST 676/677, COM S 576/577, ECON 476/477, and ECON 676/677)

Fall and spring. 4 credits each semester.

This is a two-semester course. In the fall semester the course is lecture based. Students will be required to complete several problem sets and there will be a final exam. In the spring semester there will be additional lectures as well as visiting speakers. Students will be required to read the speakers' papers and participate in discussions. In the spring semester students will be required to complete a research project. L. Blume, D. Easley, and J. Halpern.

Research on decision theory resides in a variety of disciplines including computer science, economics, game theory, philosophy and psychology. This new course attempts to integrate these various approaches. The course will be taught jointly by two economists/game theorists and a computer scientist. The course has several objectives. First, we will cover basic decision theory. This theory, sometimes known as "rational choice theory," is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we will cover the limitations of and problems with this theory. Issues to be discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we will cover new research designed in response to these difficulties. Issues to be covered here include alternative approaches to the foundations of decision theory, adaptive behavior, and shaping the individual decisions by aggregate/evolutionary forces.

COGST 491 Research Methods in Psychology (also COGST 691 and PSYCH 491/691)

Spring. 4 credits. Enrollment limited to 15 students. Recommended: permission of instructor, PSYCH 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see COGST 691. D. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses on designing and conducting

experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we also discuss what makes a research study actually interesting. The course, in addition, covers test construction, survey methods, and "quasi experiments." Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

Computer Science

[COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, PHIL 191, and PSYCH 102)]

Fall. 3 or 4 credits. Not offered 2002-2003. M. Spivey.]

COM S 172 Computation, Information, and Intelligence (also COGST 172 and ENGRI 172)

Fall. 3 credits. L. Lee.

[COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201)]

Spring. 4 credits. Not offered 2002-2003. D. Field and staff.]

COM S 211 Computers and Programming

Fall, spring, or summer. 3 credits.

COM S 312 Structure and Interpretation of Computer Programs

Fall or spring. 4 credits.

[COM S 324 Computational Linguistics (also COGST 424 and LING 424)]

Spring. 4 credits. Not offered 2002-2003. M. Rooth.]

COM S 381 Introduction to Theory of Computing

Fall or summer. 4 credits.

COM S 392 Topics in High-Level Vision (also COGST 465 and PSYCH 465/665)

Spring. 4 credits. Offered alternate years. S. Edelman.

COM S 411 Programming Languages and Logics

Fall. 4 credits. Not offered every year.

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits.

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits.

COM S 474 Introduction to Natural Language Processing (also COGST 474 and LING 474)

Fall. 4 credits. M. Rooth.

COM S 478 Machine Learning

Spring. 3 credits.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits.

COM S 486 Applied Logic (also MATH 486)

Spring. 4 credits.

Education (College of Agriculture and Life Sciences)

EDUC 411 Educational Psychology

Fall. 3 credits. D. Schrader.

Human Development (College of Human Ecology)

HD 115 Human Development

Fall or summer. 3 credits.

HD 220 The Human Brain and Mind: Biological Issues in Human Development (also COGST 220)

Fall. 3 credits. E. Temple.

HD 230 Cognitive Development (also COGST 230)

Spring. 3 credits. Q. Wang.

[HD 266 Emotional Functions of the Brain]

Spring. 3 credits. Not offered 2002-2003.]

HD 344 Infant Behavior and Development

Fall. 3 credits. S. Robertson.

HD 347 Human Growth and Development: Biological and Behavioral Interactions (also B&SOC 347 and NS 347)

Spring. 3 credits. S. Robertson and J. Haas.

[HD 362 Human Bonding]

Fall. 3 credits. Not offered 2002-2003.]

HD 433 Developmental Cognitive Neuroscience (also COGST 433)

Spring. 3 credits. E. Temple.

HD 435 Mind, Self, and Emotion: Research Seminar (also COGST 435)

Fall. 3 credits. Q. Wang.

HD 436 Language Development (also COGST 436, LING 436, and PSYCH 436)

Spring. 4 credits. B. Lust.

HD 437 Lab Course: Language Development (also COGST 450, LING 450, and PSYCH 437)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

HD 438 Thinking and Reasoning (also COGST 437)

Fall. 3 credits. B. Koslowski.

[HD 439 Cognitive Development: Infancy through Adolescence (also COGST 439)]

Spring. 3 credits. Not offered 2002-2003. B. Koslowski.]

HD 452 Culture and Human Development (also COGST 452)

Fall. 3 credits. Q. Wang.

Linguistics

LING 101 Introduction to Linguistics

Fall or spring. 4 credits. Fall, C. Collins; spring, W. Harbert.

[LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 191, and PSYCH 102)]

Fall. 3 or 4 credits. Not offered 2002-2003. M. Spivey.]

LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits.

LING 203 Introduction to Syntax and Semantics

Fall. 4 credits. M. Diesing.

LING 215 Psychology of Language (also COGST 215, LING 715, and PSYCH 215/715)

Spring. 3 credits. M. Christiansen.

[LING 264 Language, Mind, and Brain (also COGST 264)]
Spring. 4 credits. Not offered 2002–2003.
J. Bowers.]

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270)]
Spring. 4 credits. Not offered 2002–2003.]

LING 301–302 Phonology I, II
Fall and spring. 4 credits each term. Fall,
D. Zec; spring, staff.

LING 303–304 Syntax I, II
Fall and spring. 4 credits each term.

LING 309 Morphology
Fall. 4 credits. D. Zec.

LING 319 Phonetics I
Fall. 4 credits

LING 320 Phonetics II
Spring. 4 credits.

[LING 325 Pragmatics]
Fall. 4 credits. Not offered 2002–2003.
S. McConnell-Ginet.]

**[LING 333 Problems in Semantics—
Quantification in Natural Language
(also COGST 333 and PHIL 333)]**
Spring. 4 credits. Not offered 2002–2003.
S. McConnell-Ginet and Z. Szabó.]

LING 401 Language Typology
Spring. 4 credits. J. Whitman.

**LING 414 Second Language Acquisition I
(also ASIAN 414)**
Fall. 4 credits. Y. Shirai.

**LING 415 Second Language Acquisition
II (also ASIAN 417)**
Spring. 4 credits. Y. Shirai.

LING 421 Semantics I
Spring. 4 credits. M. Diesing.

LING 422 Semantics II
Fall. 4 credits.

**[LING 424 Computational Linguistics
(also COGST 424 and COM S 324)]**
Spring. 4 credits. Not offered 2002–2003.
M. Rooth.]

**LING 428 Connectionist
Psycholinguistics (also COGST 428
and PSYCH 428/628)**
Fall. 3 credits. M. Christiansen.

**LING 436 Language Development (also
COGST 436, HD 436, and PSYCH
436)**
Spring. 4 credits. B. Lust.

**LING 450 Lab Course: Language
Development (also COGST 450, HD
437, and PSYCH 437)**
Spring. 2 credits. In conjunction with
COGST/HD/LING/PSYCH 436, Language
Development. B. Lust.

**LING 474 Introduction to Natural
Language Processing (also COGST
474 and COM S 474)**
Fall. 4 credits. M. Rooth.

Mathematics

**MATH 281 Deductive Logic (also PHIL
331)**
Spring. 4 credits.

**[MATH 384 Foundations of Mathematics
(also PHIL 434)]**
Fall. 4 credits. Not offered 2002–2003.
H. Hodes.]

**[MATH 481 Mathematical Logic (also
PHIL 431)]**
Spring. 4 credits. Not offered 2002–2003.]

**MATH 482 Topics in Logic (also PHIL
432)**
Fall. 4 credits. H. Hodes.

**[MATH 483 Intensional Logic (also PHIL
436)]**
Spring. 4 credits. Not offered 2002–2003.]

**MATH 486 Applied Logic (also COM S
486)**
Spring. 4 credits.

Neurobiology and Behavior

**[BIONB 111 Brain, Mind, and Behavior
(also COGST 111 and PSYCH 111)]**
Spring. 3 credits. Not offered 2002–2003.
R. Hoy and E. Adkins Regan.]

**BIONB 221 Neurobiology and Behavior I:
Introduction to Behavior**
Fall. 3 or 4 credits. H. K. Reeve and staff.

**BIONB 222 Neurobiology and Behavior II:
Introduction to Neurobiology**
Spring. 3 or 4 credits.

[BIONB 326 The Visual System]
Spring. 4 credits. Not offered 2002–2003.
H. Howland.]

**BIONB 328 Biopsychology of Learning
and Memory (also PSYCH 332)**
Spring. 3 credits. T. DeVoogd.

**BIONB 330 Introduction to
Computational Neuroscience (also
COGST 330 and PSYCH 330)**
Fall. 3 credits. C. Linster.

[BIONB 392 Drugs and the Brain]
Spring. 4 credits. Not offered 2002–2003.
R. Harris-Warrick.]

**[BIONB 396 Introduction to Sensory
Systems (also PSYCH 396)]**
Spring. 3 or 4 credits. Not offered 2002–
2003. B. Halpern.]

**BIONB 421 Effects of Aging on Sensory
and Perceptual Systems (also
PSYCH 431 and 631)**
Fall. 3 or 4 credits. B. Halpern.

**[BIONB 424 Neuroethology (also PSYCH
424)]**
Spring. 4 credits. Not offered 2002–2003.]

[BIONB 426 Animal Communication]
Spring. 4 credits. Not offered 2002–2003.]

**BIONB 492 Sensory Function (also
PSYCH 492)**
Spring. 3 or 4 credits. B. Halpern and
H. Howland.

**[BIONB 496 Bioacoustic Signals in
Animals and Man]**
Spring. 3 credits. Not offered 2002–2003.]

Philosophy

**[PHIL 191 Introduction to Cognitive
Science (also COGST 101, COM S
101, LING 170, and PSYCH 102)]**
Fall. 3 or 4 credits. Not offered 2002–2003.
M. Spivey.]

**PHIL 231 Introduction to Deductive
Logic**
Fall or spring. 4 credits. Fall, H. Hodes;
spring, D. Graff.

PHIL 261 Knowledge and Reality
Spring. 4 credits.

PHIL 262 Philosophy of Mind
Fall. 4 credits. B. Hellie.

**[PHIL 270 Truth and Interpretation (also
COGST 270 and LING 270)]**
Spring. 4 credits. Not offered 2002–2003.]

**PHIL 286 Science and Human Nature
(also S&TS 286)**
Spring. 4 credits. R. Boyd.

PHIL 318 Twentieth-Century Philosophy
Fall. 4 credits. B. Hellie.

PHIL 331 Deductive Logic (also MATH 281)
Spring. 4 credits.

PHIL 332 Philosophy of Language
Spring. 4 credits. D. Graff.

**[PHIL 333 Problems in Semantics—
Quantification in Natural Language
(also COGST 333 and LING 333)]**
Spring. 4 credits. Not offered 2002–2003.
S. McConnell-Ginet and Z. Szabó.]

[PHIL 361 Epistemology]
Fall. 4 credits. Not offered 2002–2003.]

[PHIL 362 Philosophy of Mind]
Spring. 4 credits. Not offered 2002–2003.
S. Shoemaker.]

**PHIL 381 Philosophy of Science:
Knowledge and Objectivity (also
S&TS 381)**
Fall. 4 credits. R. Boyd.

[PHIL 382 Philosophy and Psychology]
4 credits. Not offered 2002–2003.]

PHIL 383 Choice, Chance, and Reason
Spring. 4 credits. H. Hodes.

**[PHIL 389 Philosophy of Science:
Evidence and Explanation]**
4 credits. Not offered 2002–2003.]

**[PHIL 431 Mathematical Logic (also
MATH 481)]**
Spring. 4 credits. Not offered 2002–2003.]

**PHIL 432 Topics in Logic (also MATH
482)**
Fall. 4 credits. H. Hodes.

PHIL 433 Philosophy of Logic
Spring. 4 credits. H. Hodes.

**[PHIL 434 Foundations of Mathematics
(also MATH 384)]**
Fall. 4 credits. Not offered 2002–2003.
H. Hodes.]

**[PHIL 436 Intensional Logic (also MATH
483)]**
Spring. 4 credits. Not offered 2002–2003.]

**[PHIL 437 Problems in the Philosophy of
Language]**
Spring. 4 credits. Not offered 2002–2003.]

[PHIL 461 Metaphysics]
Spring. 4 credits. Not offered 2002–2003.]

Psychology

**[PSYCH 102 Introduction to Cognitive
Science (also COGST 101, COM S
101, LING 170, and PHIL 191)]**
Fall. 3 or 4 credits. Not offered 2002–2003.
M. Spivey.]

- [PSYCH 111 Brain, Mind, and Behavior (also BIONB 111 and COGST 111)]**
Spring. 3 credits. Not offered 2002-2003.
R. Hoy and E. Adkins Regan.]
- [PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201)]**
Spring. 4 credits. Not offered 2002-2003.
D. Field and staff.]
- PSYCH 205 Perception (also PSYCH 605)**
Spring. 3 credits. J. Cutting.
- PSYCH 209 Developmental Psychology (also PSYCH 709)**
Spring. 4 credits. S. Johnson.
- PSYCH 214 Cognitive Psychology (also COGST 214 and PSYCH 614)**
Fall. 3 or 4 credits. S. Edelman.
- PSYCH 215 Psychology of Language (also COGST 215, LING 215/715, and PSYCH 715)**
Spring. 3 credits. M. Christiansen.
- PSYCH 223 Introduction to Biopsychology**
Fall. 3 credits. M. Owren.
- PSYCH 305 Visual Perception**
Fall. 4 credits. J. Cutting.
- [PSYCH 311 Introduction to Human Memory (also PSYCH 611)]**
Spring. 3 credits. Not offered 2002-2003.]
- [PSYCH 316 Auditory Perception (also PSYCH 716)]**
Fall. 3 or 4 credits. Not offered 2002-2003.
C. Krumhansl.]
- PSYCH 326 Evolution of Human Behavior (also PSYCH 626)**
Spring. 4 credits. R. Johnston.
- PSYCH 330 Introduction to Computational Neuroscience (also BIONB 330 and COGST 330)**
Fall. 3 credits. C. Linster.
- PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328 and PSYCH 632)**
Spring. 3 credits. T. DeVoogd.
- PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342 and PSYCH 642)**
Fall. 3 or 4 credits. D. Field.
- PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)**
Fall. 3 credits. B. J. Strupp.
- [PSYCH 396 Introduction to Sensory Systems (also BIONB 396 and PSYCH 696)]**
Spring. 3 or 4 credits. Not offered 2002-2003. B. Halpern.]
- [PSYCH 412 Laboratory in Cognition and Perception (also PSYCH 612)]**
Spring. 4 credits. Not offered 2002-2003.
D. Field.]
- [PSYCH 413 Information Processing: Conscious and Nonconscious]**
Spring. 4 credits. Not offered 2002-2003.]
- PSYCH 414 Comparative Cognition (also COGST 414 and PSYCH 714)**
Spring. 3 or 4 credits. M. Owren.
- [PSYCH 415 Concepts, Categories, and Word Meanings (also PSYCH 615)]**
Fall. 4 credits. Not offered 2002-2003.]
- [PSYCH 416 Modeling Perception and Cognition (also COGST 416 and PSYCH 616)]**
Spring. 4 credits. Not offered 2002-2003.
M. Spivey.]
- [PSYCH 417 The Origins of Thought and Knowledge (also PSYCH 717)]**
Fall. 4 credits. Not offered 2002-2003.
S. Johnson.]
- PSYCH 418 Psychology of Music (also PSYCH 618)**
Spring. 3 or 4 credits. C. Krumhansl.
- [PSYCH 424 Neuroethology (also BIONB 424)]**
Spring. 4 credits. Not offered 2002-2003.]
- [PSYCH 425 Cognitive Neuroscience (also PSYCH 625)]**
Fall. 4 credits. Not offered 2002-2003.
B. Finlay.]
- PSYCH 428 Connectionist Psycholinguistics (also COGST 428, LING 428, and PSYCH 628)**
Fall. 3 credits. M. Christiansen.
- PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 631)**
Fall. 3 or 4 credits. B. Halpern.
- PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436)**
Spring. 4 credits. B. Lust.
- PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450)**
Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.
- PSYCH 465 Topics in High-Level Vision (also COGST 465, COM S 392, and PSYCH 665)**
Spring. 4 credits. Offered alternate years.
S. Edelman.
- PSYCH 491 Research Methods in Psychology (also COGST 491/691 and PSYCH 691)**
Spring. 4 credits. D. Dunning.
- PSYCH 492 Sensory Function (also BIONB 492 and PSYCH 692)**
Spring. 4 credits. B. Halpern and H. Howland.

Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

COGST 501 Cognition

Fall. 4 credits. Concurrent or prior registration in COGST 101 (also COM S 101, LING 170, PHIL 191, and PSYCH 102) Introduction to Cognitive Science, or COGST/PSYCH 214, Cognitive Psychology, is required. Co-meets with PSYCH 614, Cognitive Psychology. S. Edelman.

This course introduces graduate students interested in cognition (especially those who plan to pursue the Cognitive Studies minor) to the central issues in computational cognitive

psychology. It consists of a series of advanced-level discussions of selected examples from the material covered in COGST 101 (also COM S 101, LING 170, PHIL 191, and PSYCH 102) and COGST 214 (also PSYCH 214/614). The material from those courses includes perception, attention and consciousness, memory, thinking, and language. The course focuses on the development of skills required for critical evaluation of research in cognitive sciences, backed by an in-depth understanding of the relevant concepts and theories.

COGST 530 Representation of Structure in Vision and Language (also LING 530 and PSYCH 530)

Spring. 4 credits. Graduate seminar. Enrollment limited to 20 graduate students (or undergraduates with permission of instructor). Prerequisites: a course each in cognitive psychology, linguistics, and computer science, or permission of instructor. Offered alternate years.
S. Edelman.

The seminar concentrates on the nature of the representation of visual objects and scenes in the brain and compares it with the structural framework that serves as the main explanatory tool in current theories of language processing. Data and ideas are drawn from visual psychophysics, neurophysiology, psycholinguistics, computational vision and linguistics, and philosophy. Students present published research papers and preprints, which are then discussed and critiqued.

COGST 531 Topics in Cognitive Studies: Mind and Reality in Science Fiction (also LING 531 and PSYCH 531)

Spring. 4 credits. Prerequisites: COGST 501, PSYCH 614 or permission of instructor. Open to advanced undergraduates. S. Edelman and H. Segal.

What does it mean to be a mind? How is a mind affected by its embodiment? by the body's immersion in the world? by not having a body in the first place, or not any longer? Is the world out there what it seems? is there a world out there? Profound thinking about, and sometimes disturbing insights into, the nature of the human mind and its relationship to reality are found in the writings of a handful of visionaries to be discussed in this course. Readings are selected from the works of Jorge Luis Borges, Philip K. Dick, Greg Egan, Ursula LeGuin, Stanislaw Lem, Richard Powers, Arkady and Boris Strugatzky, Vernor Vinge, Connie Willis, and others. For more information, see <http://kybele.psych.cornell.edu/~edelman/Cog-531-Spring-2003>.

[COGST 550 Special Topics in Cognitive Science (also PSYCH 550)]

Fall or spring. 4 credits. Topics and schedule available in the Psychology Department main office just prior to the start of classes each semester. Not offered 2002-2003. M. Spivey.]

COGST 633 Language Acquisition Seminar (also HD 633 and LING 633)

Fall. 1-4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent, or permission of instructor. B. Lust.

This seminar reviews and critiques current theoretical and experimental studies of first-language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention is also given to the development of research proposals.

[COGST 671 Introduction to Automated Reasoning (also COM S 671)]

Spring. 4 credits. Prerequisite: (COM S 611 and graduate standing) or permission of instructor. Not offered 2002–2003.
R. Constable.

Topics in modern logic needed to understand and use automated reasoning systems such as HOL, Nuprl, and PVS. Special emphasis is on type theory and logic and on tactic-oriented theorem proving.]

COGST 676–677 Decision Theory (also COGST 476/477, COM S 576/577, ECON 476/477, and ECON 676/677)

Fall and spring. 4 credits each semester. This is a two-semester course. In the fall semester the course is lecture based. Students will be required to complete several problem sets and there will be a final exam. In the spring semester there will be additional lectures as well as visiting speakers. Students will be required to read the speakers papers and participate in discussions. In the spring semester students will be required to complete a research project. L. Blume, D. Easley, and J. Halpern.

Research on decision theory resides in a variety of disciplines including computer science, economics, game theory, philosophy, and psychology. This new course attempts to integrate these various approaches. The course has several objectives. First, we will cover basic decision theory. This theory, sometimes known as "rational choice theory," is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we will cover the limitations of and problems with this theory. Issues to be discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we will cover new research designed in response to these difficulties. Issues to be covered here include alternative approaches to the foundations of decision theory, adaptive behavior, and shaping the individual decisions by aggregate/evolutionary forces.

COGST 691 Research Methods in Psychology (also COGST 491 and PSYCH 491/691)

Spring. 4 credits. Enrollment limited to 15 students. D. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. The course, in addition, covers test construction, survey methods, and "quasi experiments." Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

COM S 664 Machine Vision

Spring. 4 credits.

[COM S 671 Introduction to Automated Reasoning (also COGST 671)]

Spring. 4 credits. Not offered 2002–2003.
R. Constable.]

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisite: COM S 472.

COM S 674 Natural Language Processing

Spring. 4 credits. Prerequisite: COM S 472.

[COM S 676 Reasoning about Knowledge]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered 2002–2003.
J. Y. Halpern.]

[COM S 677 Reasoning about Uncertainty]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered 2002–2003.
J. Y. Halpern.]

[COM S 772 Seminar in Artificial Intelligence]

Fall and spring. 2 credits. B. Selman.]

COM S 775 Seminar in Natural Language Understanding

Fall and spring. 2 credits.

EDUC 611 Educational Psychology

Fall. 3 credits. Undergraduates admitted with permission from instructor. R. Ripple.

EDUC 614 Gender, Context, and Epistemological Development (also WOMNS 624)

Fall. 3 credits. D. Schrader.

EDUC 714 Moral Development and Education

Spring. 3 credits. Offered alternate years.
D. Schrader.

HD 600/700 Graduate Seminars**LING 530 Representation of Structure in Vision and Language (also COGST 530 and PSYCH 530)**

Spring. 4 credits. Offered alternate years.
S. Edelman.

LING 531 Topics in Cognitive Studies: Mind and Reality in Science Fiction (also COST 531 and PSYCH 531)

Spring. 4 credits. S. Edelman and H. Segal.

[LING 609 Second Language Acquisition and the Asian Languages (also ASIAN 610)]

Fall. 4 credits. Prerequisite: LING 414–415. Not offered 2002–2003. Y. Shirai.]

LING 633 Language Acquisition Seminar (also COGST 633 and HD 633)

Fall. 1–4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent. B. Lust.

LING 700 Graduate Seminars**MATH 681 Logic**

Spring. 4 credits.

MATH 781–782 Seminar in Logic

Fall and spring. 4 credits each.

MATH 788 Topics in Applied Logic

Fall. 4 credits.

NBA 663 Managerial Decision Making

Fall. 3 credits. J. Russo.

PHIL 633 Philosophy of Language—Linguistic Convention

Spring. 4 credits. Z. Szabó.

[PHIL 662 Philosophy of Mind]

Fall. 4 credits. Not offered 2002–2003.
Z. Szabó.]

PHIL 700 Graduate Seminars**PSYCH 521 Psychobiology (Developmental Seminar)**

Fall and spring. 4 credits each. S. Johnson.

PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)

Spring. 4 credits. Offered alternate years.
S. Edelman.

PSYCH 531 Topics in Cognitive Studies: Mind and Reality in Science Fiction (also COGST 531 and LING 531)

Spring. 4 credits. S. Edelman and H. Segal.

[PSYCH 550 Special Topics in Cognitive Science (also COGST 550)]

Spring. 4 credits. Not offered 2002–2003.
M. Spivey.]

[PSYCH 601 Computational Models of Language]

Spring. 4 credits. Prerequisite: consent of instructor. Not offered 2002–2003.
M. Spivey.]

PSYCH 614 Cognitive Psychology (also COGST 214 and PSYCH 214)

Fall. 4 credits. Co-meets with COGST 501, Cognition. S. Edelman.

[PSYCH 616 Modeling Perception and Cognition (also COGST 416 and PSYCH 416)]

Spring. 4 credits. Not offered 2002–2003.
M. Spivey.]

PSYCH 618 Psychology of Music (also PSYCH 418)

Spring. 4 credits. C. Krumhansl.

PSYCH 628 Connectionist Psycholinguistics (also COGST 428, LING 428, and PSYCH 428)

Fall. 3 credits. M. Christiansen.

PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 431)

Fall. 3 or 4 credits. B. Halpern.

PSYCH 665 Topics in High-Level Vision (also COMS 392, COGST 465, and PSYCH 465)

Spring. 4 credits. Offered alternate years.
S. Edelman.

PSYCH 691 Research Methods in Psychology (also COGST 491/691 and PSYCH 491)

Spring. 4 credits. D. Dunning.

PSYCH 714 Comparative Cognition (also COGST 414 and PSYCH 414)

Spring. 3 or 4 credits. M. Owren.

[PSYCH 716 Auditory Perception (also PSYCH 316)]

Fall. 4 credits. Not offered 2002–2003.
C. Krumhansl.]

COLLEGE SCHOLAR PROGRAM

K. Gabard, director, 55 Goldwin Hall, 255–5792

The College Scholar Program is described in the introductory section of Arts and Sciences.

COLLS 397 Independent Study

Fall or spring. 1–4 credits. Prerequisite: permission of program office.

COLLS 499 Honors Research

Fall or spring. 1–8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

COMPARATIVE LITERATURE

N. Saccamano, chairman (247 Goldwin Smith),
C. Chase, director of Undergraduate Studies,
(247 Goldwin Smith); N. Melas, director of
Graduate Studies (247 Goldwin Smith);
A. Adams, F. Ahl, C. Arroyo, A. Caputi
(Emeritus), C. Carmichael, D. Castillo,
W. Hansen, J. Culler, B. deBary, S. Donatelli,
D. Grossvogel (Emeritus), P. Hohendahl,
W. Holdheim (Emeritus), W. J. Kennedy,
B. Maxwell, J. Monroe, T. Murray, J. Resina,
E. Rosenberg (Emeritus), N. Sakai, J. Stark,
L. Waugh (Emeritus), W. Wetherbee.

Also cooperating: S. Buck-Morss, P. Carden,
H. Deinert, C. Dhavernas, S. Donatelli,
E. Hanson, B. Jeyifo, P. Kamuf, C. Kaske,
H. Lee, K. P. Long, D. Mankin, B. Maxwell,
T. McNulty, E. Rottenberg, J. Rusten,
R. Schneider, D. Schwarz, S. Senderovich,
D. Starr, M. Steinberg, J. Williams, E. Winet.

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literature. Courses stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. In cooperation with related departments in the humanities, the departmental offerings reflect current interdisciplinary approaches to literary study: hermeneutics, semiotics, deconstruction, cultural criticism, Marxism, reception aesthetics, feminism, and psychoanalysis.

The Major

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific contours of such a program are worked out in consultation with the student's adviser.

Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 2001-2002 COM L 365 [fall]), COM L 370 [spring], to be taken by all majors in their junior or senior year. At the discretion of the department, students may enroll in core courses in both their junior and senior years.
- 3) Five courses in literature and other areas of the humanities at the 200 level or higher, to be taken in one or more foreign language and literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.) towards fulfilling this requirement.
- 4) An honor's essay (COM L 493) of roughly 50 pages is optional. It is to be written during the senior year under the direction of a faculty member, preferably from

within the department, who has agreed to work in close cooperation with the student. Students are urged to begin research on their thesis topic during the summer preceding their senior year. In lieu of a Senior Honors Essay, students may take one course at the 400-600 level.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., COM L 201-202: Great Books); intensive study of a single genre (e.g., COM L 363-364: The European Novel, COM L 365: Contemporary Fiction); analysis of problems in literary theory (e.g., COM L 302: Literature and Theory). The department also offers a number of strongly recommended 200-level courses designed to acquaint undergraduates with the discipline: COM L 203: "Introduction to Comparative Literature," as well as broad-ranging introductory courses in Global Fictions (COM L 204).

Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the students achieving grades of at least B+ on the senior essay, in course work for the major, and in their overall academic performance at Cornell.

First-Year Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Institute for Writing in the Disciplines" for a full description of the first-year seminar program.

Courses

COM L 201 Great Books # (IV)

Fall. 4 credits. COM L 201 and 202 may be taken independently of each other.
S. Donatelli.

A reading of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By evaluating and interpreting selections from the Bible, Homer, Virgil, Dante, Shakespeare, and others, students will develop critical reading and writing abilities.

COM L 202 Great Books (IV)

Spring. 4 credits. B. Maxwell.
World literature of the last 300 years, emphasizing the response to European worldwide expansion first in the colonizing countries, then in the colonized. The persistence of certain themes (such as slavery, monstrosity, overreaching, coercion, and vengeance) are a central concern in many of the texts studied. A certain amount of attention is given to an examination of differing ideological perspectives on the notion of "Great Books." Readings chosen from texts by Shakespeare, Montaigne, Defoe, Goethe, Mary Shelley, Poe, Melville, Marx, Conrad, Kipling, Brecht, Woolf, Césaire, Tutuola, Brathwaite, and Sebald.

COM L 203 Introduction to Comparative Literature (also ASIAN 203) (IV)

Fall. 4 credits. J. Stark.
The course is intended to answer the question persistently asked by undergraduates: "What is Comparative Literature, anyway?" The format

of the course is designed to acquaint students with the range and variety of the field by having members of the department present those aspects which reflect their areas of expertise and their methods of teaching. Of the three meetings each week, the first generally takes the form of a lecture; the second and third are a discussion of the assigned text. Topics considered include uses and methods of comparison, the role of theory in literary criticism, and connections between literary study and other disciplines, including history, visual and film studies, and political and economic theory. Authors studied range from Aeschylus to Ammons, Baudelaire to Borges, Cervantes to Césaire. All readings in English translation. Open to majors and prospective majors as well as students intending majors other than Comparative Literature.

COM L 204 Global Fictions (IV)

Spring. 4 credits. N. Melas.

This course is an introduction and an inquiry into global perspectives on fiction. Can the reading of fiction point us towards becoming citizens of the world? How might we know this world? How might we imagine it? We consider the condition of the stranger in this global era as well as construct a geography of reading. Readings are drawn mainly but not only from the contemporary period and outside Europe. Readings change depending on instructor, but may include works of Rushdie, Marquez, Conde, Munif, Castellanos, Oe, Ngugi, Wolf, Kincaid, and Homer.

[COM L 208 Shakespeare and the Twentieth Century (also ENGL 208) (IV)]

Spring. 4 credits. Next offered 2003-2004.
W. J. Kennedy.

What is the relationship between the plays of Shakespeare in their own time and the various ways they have functioned in modern culture? We compare selected works of Shakespeare with their adaptations in fiction, theater, film, the educational system, government, and popular culture. The discussion of each play is organized around one or more critical approaches. The course as a whole attempts to provide a systematic introduction to the contemporary study of literature and culture.]

COM L 211 The Comic Road to Wisdom (also THETR 214) (IV)

Spring. 4 credits. S. Donatelli.

An appreciation of comedy as a literary mode, as a symbolic attitude, and as an essential aspect of human experience. A reading of pre-modern and modern texts, mostly narrative, provides valuable orientation for humanists in an increasingly rationalistic and technological age. Seminal works by Plato, Erasmus, Cervantes, Samuel Beckett, George Schuyler, and Witold Gombrowicz. Prominent theoretical approaches to the comic by Freud, Bakhtin, Langer, and others, with background on related sub-topics such as the carnival, the fool, and laughter. The course considers the philosophical inclinations of comedy and will invite a speculative critical response.

COM L 215 Comparative American Literatures (also AM ST 215) (IV)

Fall. 4 credits. B. Maxwell.

Twentieth-century writing from Canada, the United States, the Caribbean, and Latin America. A hemispheric American Studies perspective encourage thinking about and across cultural, linguistic, and national

demarcations. This course proposes that a question put by the poet William Carlos Williams—"History, history! What do we fools know or care?"—finds its counter-statement in words from Africa, passed on by the novelist Paule Marshall: "Once a great wrong has been done, it never dies. People speak the words of peace, but their hearts do not forgive. Generations perform ceremonies of reconciliation but there is no end." Countering the literature of amnesia and baseless optimism, the works that we read cannot forget, and decline to forgive, the historical traumas that so bitterly flavor them. Our concern largely is with understanding the aesthetic means and strategies that certain writers use to perform ceremonies *not* bent on reconciliation. Readings (in English) chosen from Joy Kogawa, *Obasan*; Sheila Watson, *The Double Hook*; Hubert Aquin, *The Antiphony*; William Faulkner, *Absalom, Absalom!*; Kamau Brathwaite, *Trench Town Rock*; Rosario Castellanos, *The Nine Guardians*; Juan Rulfo, *Pedro Paramo*; Gabriel Garcia Marquez, *One Hundred Years of Solitude*; Jose Donoso, *Curfew*; Eduardo Galeano, *The Book of Embraces* and Francisco Goldman, *The Ordinary Seaman*.

[COM L 220 Thinking Surrealisms (IV)]
Spring. 4 credits. Not offered 2002–2003.
B. Maxwell.

Borrowing its title from a formulation of the Marxist philosopher Ernst Bloch and beginning from the "forays of demoralization" instigated by the Dadas, who bequeathed to surrealism the precious gift of unreconciliation to the given, this course ranges over the protean expressiveness of several surrealist moments of the last century. The inception of surrealist precept and practice in Paris in the mid-1920s is a consideration, perhaps only slightly more central to the course than the explicitly anti-fascist political phase of the 1930s and '40s; the supplementation of Parisian surrealism by Caribbean, Mexican, African American, Quebecois, and Mauritian writers and artists; the renegade practice of Hans Bellmer and the unschooled surreality of Eugene Ionesco; the reflections of and on surrealism by Walter Benjamin, Ernst Bloch, and Theodor W. Adorno; the relations of surrealism to the Situationist International; and the recent critiques of surrealism in fiction (Milan Kundera) and scholarship (Hal Foster). Throughout, the course asks what the proliferation of "thinking surrealisms" meant to twentieth-century culture and politics. All readings in English.]

[COM L 223 The Comic Theatre (also CLASS 223, THEAT 223)]
Fall. 3 credits. J. Rusten.
See CLASS 223 for full course description.

[COM L 225 Poetry and Poetics of Difference (also ENGL 225) (IV)]
Spring. 4 credits. Limited to 15 students. *While not restricted to sophomores, this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment in a strong interdisciplinary context.* Not offered 2002–2003. J. Monroe.

What is the relationship between the diverse pleasures we experience in poetry and contemporary ethical concerns? In what ways does poetry encourage us to understand and engage, in particular, questions of difference and otherness? In exploring these and related questions, this course begins with a constella-

tion of influential examples from poetry of the past two centuries, then moves to recent discussions from a cross-section of fields including anthropology, philosophy, linguistics, and cultural studies. The latter half of the course explores the role such questions have played across a range of contemporary poetic practices within the United States and abroad over the past two decades, with particular emphasis on the period since 1989. Readings include works by Edgar Allan Poe, Gertrude Stein, André Breton, Adrienne Rich, June Jordan, Kamau Brathwaite, Aimé Césaire, Hans Magnus Enzensberger, Joy Harjo, Rosmarie Waldrop, Charles Bernstein, Michael Palmer, Leslie Scalapino, and Susan Howe.]

[COM L 236 Greek Mythology (also CLASS 236) # (IV)]
Fall. 3 credits. Limited to 200. D. Mankin.
See CLASS 236 for a full description.

[COM L 245 Jews and Arabs in Contact and Conflict (also NES 235, JWST 235) @ (III or IV)]
Spring. 3 credits. D. Starr.
See NES 235 for full course description.

[COM L 276 Desire (also ENGL 276) (IV)]
Spring. 4 credits. E. Hanson.
See ENGL 276 for full course description.

[COM L 279 Russian Connection 1830–1867 (also RUSSL 279) # (IV)]
Fall. 4 credits. P. Carden.
See RUSSL 279 for full course description.

[COM L 280 Russian Connection 1870–1960 (also RUSSL 280) (IV)]
Spring. 4 credits. P. Carden.
See RUSSL 280 for full course description.

[COM L 302 Literature and Theory (also COM L 622 and ENGL 302/602) (IV)]
Fall. 4 credits. J. Culler.
Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings from Barthes, Derrida, Foucault, J. Butler, B. Johnson, and others. No previous knowledge of literary theory is assumed.

[COM L 304 Europe and Its Others: An Introduction to the Literature of Colonialism @ (IV)]
Fall. 4 credits. Limited to 15. Core course for majors. N. Melas.
Through an examination of selected works from the early twentieth century to the present from France, England, Africa, and the Caribbean, this course provides an introduction to the literature written alongside and against the historical phenomenon that has arguably had the most far reaching impact in modern history: European colonialism. How was culture instrumental in the political project of domination? How have writers of the postcolonial period attempted to write back? What problems and possibilities does colonialism present for cultural identity and cultural resistance? In addition to close reading of texts and a consideration of historical background we also examine visual representations of colonialism, particularly film. Authors include Conrad, Ngugi, Nandy, Condé, Duras, Salih, Fanon, Memmi, Djébar, Resnais, and Pontecorvo. All readings available in English.

[COM L 311 Modern European Literature and Culture (also FRLIT 315) (IV)]
Spring. 4 credits. Not offered 2002–2003.
Starr.

We concern ourselves with European culture as embracing the area from Russia to the Atlantic Ocean, not as divided into Western, Eastern, or Central. European culture crosses the old East-West political boundaries. Case studies: Ireland, France, Czech Republic, Russia.

This course is designed for those interested both in the artistic, imaginative side of European literature and in the ways in which culture expresses some of the most significant concerns of our age. The conceptual links include issues of national identity and social justice, as well as concerns of private emotions and individual personality. Popular culture, film, TV, and theatre are integrated with the reading and class discussion. Some authors who are read: Flaubert, Charlotte Brontë (*Villette*), Karl Marx, Dostoevsky, Mayakovsky, Yeats, Malraux, Camus, Joyce, Solzhenitsyn, Kundera, and others.]

[COM L 312 Melodrama, Totalitarianism, and Everyday Life: Japan and China (also ASIAN 316) @ (IV)]
Spring. 4 credits. H. Lee.

Peter Brooks characterizes melodrama as the quintessential revolutionary genre and the enduring artistic form created by the French Revolution. Uncannily, twentieth-century totalitarian states have found an ally in the melodramatic form—in its penchant for the grandiose and spectacular and its symbolic economy of good and evil, love and hate, justice and revenge. This course explores the relationship between melodrama as an aesthetic form and totalitarianism as a political ideology. We first read the theoretical writings of Peter Brooks, Hannah Arendt and others, and then move to case studies of the imbrication of politics, culture, and everyday life in the Japanese and Chinese contexts. These studies are supplemented by primary sources ranging from personal narratives to a variety of visual materials.

[COM L 315 Love and Its Vicissitudes (IV)]
Spring. 4 credits. E. Rottenberg.
This is a course about love. We explore the concept of love from a variety of perspectives (literary, philosophical, and psychoanalytic) with particular emphasis on the French nineteenth and twentieth centuries. Discussions focus on love's intimate association with problems of hate, jealousy, and ambivalence.

[COM L 320 In Search of the Origin of Language (also FRLIT 327) (IV)]
Spring. 4 credits. T. McNulty.
See FRLIT 327 for full course description.

[COM L 326 Christianity and Judaism (also RELST 326) # (IV)]
Spring. 4 credits. C. Carmichael.
A study of the New Testament as a product of the First Century Palestinian and Hellenistic Judaism. Other text (also in translation): *The Passover Haggadah*.

COM L 328 Literature of the Old Testament (also RELST 328) @ # (IV)

Fall. 4 credits. C. M. Carmichael.
Analysis of small sections of well-known material for in-depth discussion.

COM L 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also THETR 335) (IV)

Fall. 4 credits. Staff.
See THETR 335 for full course description.

COM L 342 Literature and Culture after Auschwitz (IV)

Spring. 4 credits. Core course for major.
Open to non-majors. Limited to 15 Students. J. Stark.

Examines how post-WWII artists and writers have sought to understand the impact of the Holocaust and the challenges of living in its aftermath. From Theodor Adorno's claim that "to write poetry after Auschwitz is barbaric" to recent efforts to memorialize the Holocaust through museums and monuments, we focus on debates about how the Holocaust can, cannot, should, or should not be represented, and examine various ways of understanding its cultural significance. Along with philosophical and historiographical discussions, we study the testimony of survivors (Améry, Levi, Fink, video testimonies), several films and the debates surrounding them (Resnais' *Night and Fog*, Lanzmann's *Shoah*, Spielberg's *Schindler's List*), and art and writing by members of the post-war generations (Kiefer, Spiegelman, Raczynow). All texts in English translation, but may of course be read in the original by students with command of the pertinent language.

[COM L 343 Contemporary Mass Culture in Japan and in the U.S. (also ASIAN 363) (IV)]

Spring. 4 credits. Enrollment limited to 25.
Not offered 2002-2003. B. deBary.
See ASIAN 363 for full course description.]

[COM L 344 Tragic Theatre (also CLASS 345) (IV)]

Spring. 4 credits. Not offered 2002-2003.
F. Ahl.
See CLASS 345 for full course description.]

COM L 350 Education and Philosophical Fantasies (also RUSSL 350) # (IV)

Fall. 4 credits. P. Carden.
See RUSSL 350 for full course description.

COM L 352 European Cultural History 1815-1870 (also HIST 362) # (III or IV)

Fall. 4 credits. M. Steinberg.
See HIST 362 for full course description.

COM L 355 Decadence (also ENGL 355) (IV)

Fall. 4 credits. E. Hanson.
See ENGL 355 for full course description.

[COM L 356 Renaissance Literature (IV)]

Spring. 4 credits. Not offered 2002-2003.
W. J. Kennedy.

An introduction to Renaissance literary texts with some attention to cultural backgrounds and intellectual history. Readings from Machiavelli, Erasmus, Rabelais, Shakespeare, Cervantes, and others.]

COM L 362 The Culture of the Renaissance II (also ENGL 325, HIST 364, MUSIC 390, ART H 351, FRLIT 362 and RELST 362) # (III or IV)

Fall. 4 credits. (Friday required sections.)
C. Kaske, K. P. Long.

Members of various departments lecture on Luther, Michelangelo, Edmund Spenser, Cervantes, Copernicus, Galileo, and Monteverdi. Guest lectures include Peter Dear, History; Esther Dotson, History of Art; and Rebecca Harris-Warrick, Music. Lectures and discussions introduce different methods of interpretation and of historical analysis.

COM L 363 The European Novel # (IV)

Fall. 4 credits. J. Stark.
The European novel from its origins to the early nineteenth century. The course is discussion-based and focuses on detailed consideration of character and narrative technique in conjunction with analysis of the historical, philosophical, and aesthetic significance of the genre. Texts to include *Lazarillo de Tormes*, Cervantes' *Don Quixote*, Defoe's *Robinson Crusoe*, Goethe's *The Sorrows of Young Werther*, Austen's *Emma*, and Stendhal's *The Red and the Black*. All texts in English translation, but may of course be read in the original by students with command of the pertinent language. May be taken independently of COM L 364.

COM L 364 The European Novel # (IV)

Spring. 4 credits. J. Stark.
The nineteenth- and twentieth-century European novel from realism to postmodern experimentation. Discussions focus on the role of fiction in understanding, troubling, or shaping modern culture and identity, with particular attention to the ways that major novelistic themes and forms reflect and participate in modern European social and intellectual history. Authors studied could include Balzac, Dickens, Flaubert, Dostoevsky, Woolf, Kafka, Calvino, and Nabokov. All texts in English translation, but may of course be read in the original by students with command of the pertinent language. May be taken independently of COM L 363.

[COM L 365 Contemporary Fiction @ (IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2002-2003. B. Maxwell.

A study of European fiction and drama largely drawing on texts from the first half of the twentieth century. We pay particular attention to the making of literary types and characters; to traces of utopian and messianic elements; to the relations between memory and political revolution; and to the motive of *ressentiment*. Readings (in translation) chosen from the following: Robert Walser, *Snowwhite* and *The Walk*; Franz Kafka, *The Trial*; Thomas Mann, *Death in Venice*; Bertolt Brecht, *The Rise and Fall of the City of Mahagonny*; Joseph Roth, *Hotel Savoy*; Alfred Döblin, *Berlin Alexanderplatz*; Christa Wolf, *The Quest for Christa T.*; Louis Aragon, *Paris Peasant*; Louis-Ferdinand Céline, *Death on the Installment Plan*; Elio Vittorini, *In Sicily*; Natalia Ginzburg, stories; and Isaac Babel, stories. Collateral theoretical readings by Georg Lukács, Ernst Bloch, Bertolt Brecht, Walter Benjamin, Siegfried Kracauer, Gershom Scholem, Elias Canetti, and Christa Wolf.]

[COM L 370 Literature and Ethics (IV)]

Spring. 4 credits. Limited to 15 students.
Not offered 2002-2003. J. Stark.

Recent literary criticism has renewed the fraught question of how literature relates to ethics. This question arises most dramatically when incompatible modes of interpreting or representing experience confront each other and consequently destabilize accepted definitions of the law, of moral value, and of historical truth.]

[COM L 382 Greeks, Romans, and Victorians (also CLASS 382) # (IV)]

Spring. 4 credits. Not offered 2002-2003.
F. Ahl.
See CLASS 382 for full course description.]

COM L 387 Twentieth-Century Black Cultural Movements (also COM L 690, ASRC 332/532) @ (IV)

Fall. 4 credits. A. Adams.
See ASRC 332/532 for full course description.

COM L 401 Narratives of the University (also S HUM 408) (IV)

Fall. 4 credits. J. Williams.
See SHUM 408 for full course description.

COM L 406 Cosmopolitan Alexandria (also S HUM 411) @ (IV)

Fall. 4 credits. D. Starr.
See SHUM 411 for full course description.

COM L 407 Reading Practices of the University (also S HUM 412) (IV)

Fall. 4 credits. P. Kamuf.
See SHUM 412 for full course description.

COM L 408 Moving Beyond the Readymade (also S HUM 418) (IV)

Spring. 4 credits. C. Dhavernas.
See S HUM 418 for full course description.

[COM L 413 Death, Culture, and the Literary Monument (IV)]

Fall. 4 credits. Next offered 2003-2004.
N. Melas.

Beginning with Homer's *Iliad*, this course inquires into the monumental transformation of death into immortality in the literary composition. How do death's negations become fiction's triumph? We pay particular attention to the fate of this procedure when its subjects are no longer heroic warriors but slaves and women. How do colonial domination and gender difference alter the aesthetic procedures and assumptions underlying commemoration and literary immortality? In addition to death and language, we consider such themes as the relation of antiquity to the present, of identity to its dissolution and of politics to culture. Readings of literary texts drawn from a variety of languages and traditions are attended by selected readings in critical theory and a glance at visual culture, particularly surrounding monuments commemorating the emancipation of slaves and the holocaust. Authors include Homer, Derek Walcott, Simone Schwartz-Bart, Virginia Woolf, Krista Wolf, Tayeb Salih, Maurice Blanchot, Hegel, Orlando Patterson, and Walter Benjamin.]

COM L 417 Faust (also GERST 417) # (IV)

Spring. 4 credits. H. Deinert.
See GERST 417 for full course description.

[COM L 418 Virtual Orientalisms (also ASIAN 415) # (IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2002-2003. B. deBary.
See ASIAN 415 for full course description.]

COM L 419-420 Independent Study

419, fall; 420, spring. Variable credit. COM L 419 and 420 may be taken independently of each other. Applications available in 247 G.S.

COM L 421 The Map of Tenderness: The Sentimental Subject in Cross-Cultural Perspective (also ASIAN 420) (IV)

Fall. 4 credits. Limited to 15 students. H. Lee.

Eighteenth-century Europe and China, though worlds apart, were both proudly awash in sentimental tears. If emotions, as philosophers tell us, embody thoughts and judgments, what kinds of ideas and values were being expressed as fictional characters, authors, and readers jointly celebrated the virtue of tears? In this course, we begin with the cult of sensibility and the affective formulations of self and community at the threshold of modernity. We then explore nineteenth-century Romanticism and the process of cross-hybridization and contestation in the colonial encounters. Finally, we reflect on the status of love under the postmodern condition characterized by global capitalism and the transnational production of desires and fantasies. Readings include works by Charles Taylor, Rousseau, Goethe, Dumas fils, Flaubert, Shelley, Cao Xueqin, Wu Woyao, Zhang Ailing, and Wei Hui. (All texts read in English).

COM L 426 New Testament Seminar (also RELST 426) # (IV)

Spring. 4 credits. Limited to 20 students. C. Carmichael.

Identification and discussion of problems in the New Testament.

COM L 428 Biblical Seminar (also RELST 427) # @ (IV)

Fall. 4 credits. Limited to 15 students. C. Carmichael.

A study of how biblical ethical and legal rules (in Exodus, Leviticus, and Deuteronomy) comment on incidents in the biblical narratives (Genesis-2 Kings). The link between law and narrative enables us to observe in detail how ancient thinkers evaluate ethical and legal problems of perennial interest.

COM L 431 Literature and Evil (IV)

Fall. 4 credits. Limited to 15 students. E. Rottenberg.

This course examines the problem of evil from a variety of disciplinary perspectives. Beginning with the conceptual breakthroughs of Kant's critical idealism and Schellings's metaphysics of evil in the late eighteenth and early nineteenth centuries, we explore the ways in which the notion of evil has unsettled our concepts of experience, time, memory, and language and how it has affected the theories and practice of literature today. We discuss works from both the nineteenth and twentieth centuries in an attempt to articulate the disastrous responsibility that is our heritage at the dawn of a new millennium.

COM L 437 A Moralist and a Pornographer (also RUSSL 437) (IV)

Spring. 4 credits. S. Senderovich.

See RUSSL 437 for full course description.

[COM L 450 Renaissance Poetry (also COM L 650, ENGL 622, ITAL 450/650) (IV)]

Spring. 4 credits. Not offered 2002-2003. W. J. Kennedy.

A reading and discussion of key texts in lyric poetry from Italian, French, English, and other European literatures of the Renaissance.]

[COM L 451 Renaissance Narrative (IV)]

Spring. 4 credits. Not offered 2002-2003. W. J. Kennedy.

A reading and discussion of key texts in narrative epic and chivalric romance from Italian, French, English, and other European literatures of the Renaissance.]

[COM L 452 Renaissance Humanism (also COM L 652) # (IV)]

Fall. 4 credits. Enrollment limited to 15. Not offered 2002-2003. W. J. Kennedy.

A reading and discussion of key texts by Renaissance humanists in Italian, French, English and other European literatures from the fourteenth to seventeenth centuries.]

[COM L 467 Poetry and Rhetoric (also COM L 667, ENGL 483/683, FRLIT 437/637) (IV)]

Fall. 4 credits. Not offered 2002-2003. C. Chase.

In present-day common usage, "poetry" means emotion or beauty, and "rhetoric" means deceptive, decorative language. These incompatible meanings cover over a history of close connection between poetry and rhetoric. Historically, if poetry and rhetoric at times have been seen as opposite, incompatible kinds of language, they also have been identified with each other and strongly distinguished from philosophy and science. Where rhetoric belongs turns out to raise issues of politics and philosophy, not only of literary history and language. Such questions and issues have been intently pursued in modern poetry beginning with the Romantics.]

COM L 476 Libertine Literature (also FRLIT 476) (IV)

Spring. 4 credits. T. McNulty.

See FRLIT 476 for full course description.

COM L 479 Femininity, Ethics and Aesthetics (also FRLIT 491/691, COM L 679) (IV)

Fall. 4 credits. T. McNulty.

See FRLIT 491/691 for full course description.

[COM L 480 Baudelaire in Context (also COM L 680, FRLIT 488/688) # (IV)]

Spring. 4 credits. Prerequisite: reading knowledge of French required. Not offered 2002-2003. J. Culler.

A reading of *Les Fleurs du Mal* and *Les Petits poemes en prose*, in conjunction with major twentieth-century critical treatments of them, so as to grasp what has been at stake in discussions of Baudelaire. Critics to be read include Benjamin, Bersani, de Man, Friedrich, Jakobson, Jauss, Johnson, and Sartre.]

COM L 482 Latin American Women Writers (also SPANL 492, WOMNS 481) (IV)

Fall. 4 credits. D. Castillo.

See SPANL 492 for full course description.

COM L 483 Imagining the Holocaust (also ENGL 458/658, JWST 458/658, COM L 683, GERST 483) (IV)

Spring. 4 credits. D. Schwarz.

See ENGL 458 for a full course description.

COM L 487 Contemporary Poetry and Culture (also COM L 674, ENGL 488/697, GERST 674, SPANL 674) (IV)

Spring. 4 credits. J. Monroe.

The redrawing of cultural and political boundaries underway since the late 1980s has

made it possible to conceive of the poetry of the Cold War era with a degree of closure unimaginable only a few years ago. In light of this changed situation, we focus on the second-half of the post-1945 period—the 30 years extending from 1968 to the present—with particular attention to the past two decades. Exploring issues of emerging and evolving importance for a poetry of the present moment in light of the recent past, we consider dominant modes as well as alternative practices; canon formation, gender, and multiculturalism; the roles of the publishing industry, popular culture, creative writing programs, and new computer technologies in shaping reading habits and writing communities.

COM L 489 Seminar in Comparative Twentieth Century Anglophone Drama (also ENGL 483) (IV)

Spring. 4 credits. B. Jeyifo.

See ENGL 483 for full course description.

COM L 493 Senior Essay

Fall and spring. 8 credits.

Hours TBA individually in consultation with the director of the Senior Essay Colloquium. Approximately 50 pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. An "R" grade is assigned on the basis of research and a preliminary draft completed in the first semester. A letter grade is awarded on completion of the second semester.

[COM L 495 The Cultural Theory of the Frankfurt School (also GERST 495, GOVT 471) (III or IV)]

Fall. 4 credits. Not offered 2002-2003.

P. Hohendahl.

See GERST 495 for full course description.]

[COM L 496 Theorizing the Public Sphere (also GERST 496, GOVT 464) (III or IV)]

Fall. 4 credits. Not offered 2002-2003.

P. Hohendahl.

See GERST 496 for full course description.]

[COM L 604 Translation and the Global Marketplace]

Fall. 4 credits. Not offered 2002-2003.

N. Melas.]

COM L 605 Russian Analytical Approaches to Literature (also RUSS L 605)

Fall. 4 credits. S. Senderovich.

See RUSS L 605 for full course description.

[COM L 609 Comparison and Cultural Difference]

Fall. 4 credits. Not offered 2002-2003.

N. Melas.

This course is a wide-ranging investigation of the pitfalls and possibilities for cross-cultural comparison. We examine the structure and mechanisms of comparison, both as a disciplinary method and as a concept or practice: to what extent and in what circumstance can comparison produce cultural difference, consolidate it, dissolve it, erect borders, inhabit borderlands, propose a global ecumene? With particular attention to colonialism and globalization, we inquire into the relation between various modes of comparison and broader contexts and ideologies. Though focused on the humanities and on theoretical texts, readings include incursions into the social sciences and selected poetry and film. Authors may include Lyotard, Foucault, Fanon, Tilley, Gilroy, Clifford, Appadurai, Bhabha, Lanser, Kincaid, Walcott.]

[COM L 610 Modern Japanese Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Spring. 4 credits. Not offered 2002-2003.
B. deBary, N. Sakai, J. Koschmann.
See ASIAN 609 for full course description.]

[COM L 619-620 Independent Study]

619, fall; 620, spring. Variable credit.
COM L 619 and 620 may be taken independently of each other. Applications available in 247 G.S.

[COM L 622 Literature and Theory (also COM L 302 and ENGL 302/602)]

Fall. 4 credits. J. Culler.
See COM L 302 for full course description.

[COM L 630 Aesthetics in the Eighteenth Century (also ENGL 630)]

Fall. 4 credits. Not offered 2002-2003.
N. Saccamano.
See ENGL 630 for a full course description.]

[COM L 631 Politics and the Passions: Hobbes to Rousseau (also ENGL 631)]

Spring. 4 credits. Not offered 2002-2003.
N. Saccamano.
See ENGL 631 for full course description.]

[COM L 636 Comparative Modernisms/Alternative Modernities]

Fall. 4 credits. Limited to 15 students.
N. Melas.
The cultural movements or "style" that go under the name of modernism are international in scope. Modernism's broad comparative dimensions, however, when they are considered at all, are usually read from the centers of Western culture, especially Paris and London, out towards peripheral or marginal regions. This course reverses this critical itinerary and in the process inquire into the geographical coordinates that alternately relay and obscure the relation between modernism as an aesthetic movement and modernity as a world-historical and political-economic project. Central emphasis falls on colonialism and its particular inflection of the temporality of modernist aesthetics and on the progress of modernity in the two regions that are our focus: the French Caribbean and Mediterranean Egypt. While including canonical theoretical texts on Western modernity, modernism and postcolonial theory, readings are focussed on the multiple and intersecting influences around two central figures, Martinican poet Aimé Césaire (Baudelaire, surrealism, African literature and anthropology, decolonization, Fanon, Glissant) and the modern Greek Alexandrian poet, Constantine Cavafy (Browning, Forster, T. S. Eliot, Durrell, Tsirkas, Al-Kharrat, Shaheen). All readings available in translation.

[COM L 644 Judaism and Modernism (also ENGL 683)]

Spring. 4 credits. W. Cohen.
Emphasis on the centrality of Jewish writers and characters to modernist fiction, especially of the 1920s, in relation to European literary history, the nature of modernism, the rise of anti-Semitism, and, more generally, racial and imperial discourse. Readings from Babel, Joyce, Kafka, Proust, Stein, and Svevo, with possible attention to such writers as Borges, Céline, Dublin, Eliot, Hemingway, Mann, Nabokov, and Pound. Texts available in English.

[COM L 650 Renaissance Poetry (also COM L 450, ENGL 622, ITAL 450/650)]

Spring. 4 credits. Not offered 2002-2003.
W. J. Kennedy.
See COM L 450 for full course description.]

[COM L 652 Renaissance Humanism (also COM L 452)]

Fall. 4 credits. Limited to 15 students. Not offered 2002-2003. W. J. Kennedy.
See COM L 452 for full course description.]

[COM L 657 Seminar in Dramatic Theory (THETR 637)]

Fall. 4 credits. Permission of instructor.
E. Winet.
See THETR 637 for full course description.

[COM L 665 The Literature of Empire in the Renaissance (also ENGL 626)]

Spring. 4 credits. Not offered 2002-2003.
W. Cohen.

Literary responses to the first age of European global expansion, viewed in the context of the category of the Renaissance and the ongoing process of the self-definition of European literature and Western civilization. Emphasis on the interplay between Mediterranean and oceanic imperialism, and on the relationship between ideology and literary form. Readings from lyric poetry, Ariosto, Bacon, Camões, Campanella, Marlowe, Montaigne, More, Rabelais, Shakespeare, Spenser, Tasso, and especially Cervantes. Readings available in English.]

[COM L 667 Poetry and Rhetoric (also COM L 467, ENGL 4483/683, FRLIT 437/637)]

Fall. 4 credits. Not offered 2002-2003.
C. Chase.
See COM L 467 for full course description.]

[COM L 671 Transnational Imaginaries: Globalization and Culture]

Spring. 4 credits. Limited to 15 students, advanced undergraduates and graduates.
Not offered 2002-2003. N. Melas.
The term 'globalization' has become ubiquitous in recent years as the primary conceptual frame and material basis for understanding contemporary transnationalism. It evokes a brave new borderless world in which politics, culture and social formations are no longer necessarily congruent with nor primarily beholden to national boundaries. It triumphantly or despairingly announces the end of history when space precedes time as the measure of human experience, and that experience exceeds the grasp of modernity's autonomous subject. Globalization thus challenges many aspects of our experience of culture—both in its ethnographic and humanist guises—and of the categories through which we apprehend and analyze it.]

[COM L 674 Contemporary Poetry and Culture (also COM L 487, ENGL 488/697, GERST 674, SPANL 674)]

Spring. 4 credits. J. Monroe.
See COM L 487 for full course description.

[COM L 675 After the Divide: German Critical Theory of the Seventies and Eighties (also GERST 675 and HIST 675)]

Fall. 4 credits. Not offered 2002-2003.
P. Hohendahl.
See GERST 675 for a full course description.]

[COM L 679 Femininity, Ethics and Aesthetics (also FRLIT 491/691, COM L 479)]

Fall. 4 credits. T. McNulty.
See FRLIT 491/691 for full course description.

[COM L 680 Baudelaire in Context (also COM L 480, FRLIT 488/688)]

Spring. 4 credits. Not offered 2002-2003.
J. Culler.
For course description, please see COM L 480.]

[COM L 683 Imagining the Holocaust (also COM L 483, ENGL 458/658, JWST 458/658, GERST 483)]

Spring. 4 credits. D. Schwarz.
See ENGL 458 for full course description.

[COM L 684 Hopkins and Baudelaire (also ENGL 682)]

Spring. 4 credits. J. Culler.
See ENGL 682 for full course description.

[COM L 689 Adorno's Aesthetic Theory (also GERST 689)]

Fall. 4 credits. Not offered 2002-2003.
P. Hohendahl.
See GERST 689 for full course description.]

[COM L 690 Twentieth-Century Black Cultural Movements (also COM L 387, ASRC 332/532)]

Fall. 4 credits. A. Adams.
See ASRC 332/532 for full course description.

[COM L 695 Post-Modern Thought and Area Studies (also JPLIT 614)]

Fall. 4 credits. Not offered 2002-2003.
B. deBary.
See JPLIT 614 for full course description.]

COMPUTER SCIENCE

C. Van Loan, chair; B. Arms, G. Bailey, K. Birman, C. Cardie, R. Caruana, T. Coleman, R. L. Constable, A. Demers, R. Elber, D. Fan, J. Gehrke, D. Greenberg, J. Halpern, J. E. Hopcroft, D. Huttenlocher, T. Joachims, J. Kleinberg, D. Kozen, L. Lee, J. Matthews, G. Morrisett, A. Myers, K. Pingali, R. Rugina, F. B. Schneider, D. Schwartz, B. Selman, J. Shanmugasundaram, D. Shmoys, E. G. Sirer, E. Tardos, R. Teitelbaum, S. Vavasis, G. Yona, R. Zabih

The Department of Computer Science is affiliated with both the College of Arts and Sciences and the College of Engineering. Students in either college may major in computer science. For details, visit our web site at www.cs.cornell.edu/ugrad.

The Major

CS majors take courses in algorithms, data structures, logic, programming languages, scientific computing, systems, and theory. Electives in artificial intelligence, computer graphics, computer vision, databases, multimedia, and networks are also possible. Requirements include:

- four semesters of calculus (MATH 111-122 (or 112)-221-222 or 191-192-293-294)
- two semesters of introductory computer programming (COM S 100 and 211)
- a one-credit project (COM S 212)
- a seven-course computer science core (COM S 280, 312, 314, 321 or 322 or 421, 381, 414, and 482)

- two 400+ computer science electives, totaling at least six credits
- a computer science project course (COM S 413, 415, 418, 433, 473, 501, 514, 519, or 664)
- a mathematical elective course (ENGRD 270, MATH 300+, T&AM 310, etc.)
- two 300+ courses that are technical in nature and total at least six credits
- a three-course specialization in a topic area other than computer science. These courses must be numbered 300 level or greater.

Note: All of the field electives described above must be courses of three or more credit hours with the exception of the COM S project course, which is two credits or more.

The program is broad and rigorous, but it is structured in a way that supports in-depth study of outside areas. Intelligent course selection can set the stage for graduate study and employment in any technical area and any professional area such as business, law, or medicine. With the adviser, the computer science major is expected to put together a coherent program of study that supports career objectives and is true to the aims of liberal education.

Admission

All potential affiliates are reviewed on a case-by-case basis relative to the following criteria:

- 1) Completion of MATH 293 (or MATH 221), COM S 211, COM S 212, and COM S 280.
- 2) A grade of C or better in COM S 211, 212, and 280 with the overall average of all COM S courses above COM S 100 being 2.7 or better.
- 3) A grade of C or better in all required math courses beyond introductory calculus (i.e., MATH 111, 121, 191, or 193), with the overall average of these courses being 2.7 or better.
- 4) An overall GPA of not less than 2.0 (2.5 or better recommended).

Courses used in the affiliation GPA computations may be repeated if the original course grade was below a C. The most recent grade will be used for all repeated courses. Qualifying courses must be taken at Cornell.

Note: Students who do not meet these requirements are discouraged from attempting affiliation with the major. The COM S major can be exceptionally rigorous for students who are not suitably prepared for the academic requirements of the program and are unlikely to be admitted to the major if they do not meet the admissions standards listed above.

Honors. To qualify for departmental honors a student must have:

- maintained a cumulative GPA greater than or equal to 3.5
- completed eight credit hours of COM S course work at or above the 500 level (graded courses only; no seminars or two-credit project courses.)
- completed six credit hours of COM S 490 research with a COM S faculty member, spread over at least two semesters and with grades of A- or better.

Note: Honors courses may not be used to satisfy the COM S 400+ elective requirement, the COM S project requirement, the math elective, or the specialization. See the COM S undergraduate web site for more information on eligibility: www.cs.cornell.edu/ugrad.

Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

COM S 099 Fundamental Programming Concepts

Fall, summer. 2 credits. S-U grades only. No prerequisites. Freshman only.

COM S 100 Introduction to Computer Programming (II)

Fall, spring, summer. 4 credits.

During the fall semester, two versions of COM S 100 (COM S 100M and COM S 100J) are available as described in the computer science listing in the College of Engineering.

[COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, and PSYCH 102) (III)]

Fall, summer. 3 credits. Not offered 2002–2003.]

COM S 113 Introduction to C

Fall, spring. 1 credit. Usually weeks 1–4. Prerequisite: COM S 100 or equivalent programming experience. Credit is granted for both COM S 113 and 213 only if 113 is taken first. S-U grades only.

COM S 114 Unix Tools

Fall. 1 credit. Usually weeks 5–8. Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

COM S 130 Introductory Web Programming (also CIS 130)

Fall, summer. 3 credits. No prerequisites.

COM S 172 Computation, Information, and Intelligence (also ENGR1 172)

Fall. 3 credits. Prerequisites: some knowledge of calculus.

COM S 191 Media Arts Studio I (also ART 391, CIS 191, THETR 391)

Fall. 3 credits. Prerequisites: one of the following courses: ART 171, THETR 277, 377, MUSIC 120, or equivalent. Also must be a junior and have permission of instructor. Lab fee \$50.

For description, see ART 391.

[COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201) (III)]

Fall or spring. 4 credits. Concurrent or prior registration in "Introduction to Cognitive Science" PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191 is suggested but not required. Knowledge of programming languages is not assumed. Limited to 24 students. Not offered 2002–2003. Fall, B. Halpern and staff; spring, D. Field and staff.]

COM S 211 Computers and Programming (also ENGRD 211) (II)

Fall, spring, summer. 3 credits. Prerequisite: COM S 100 or an equivalent course in Java or C++.

COM S 212 Java Practicum

Fall, spring, summer. 1 credit. Letter grade only. Pre- or corequisite: COM S/ENGRD 211.

COM S 213 C++ Programming

Fall, spring. 2 credits. Prerequisite: COM S 100 or equivalent programming experience. Students who plan to take COM S 113 and 213 must take 113 first. S-U grades only.

COMS 214 Advanced UNIX Programming and Tools

Spring. 1 credit. S-U grade only. Prerequisite: COM S 114 or equivalent.

COM S 230 Intermediate Web Design (also CIS 230)

Spring. 3 credits. Prerequisite: COM S 130. Not offered every year; may be offered spring 2002.

COM S 280 Discrete Structures

Fall, spring. 4 credits. Pre- or corequisite: COM S 211 or permission of instructor.

COM S 312 Data Structures and Functional Programming (II)

Fall, spring. 4 credits. Prerequisite: COM S 211/212 or equivalent programming experience. Should not be taken concurrently with COM S 314.

COM S 314 Computer Organization (also ECE 314)

Fall, spring. 4 credits. Prerequisite: COM S 211; COM S 312 or ENGRD 231/ECE 232 recommended, but not required. Should not be taken concurrently with COM S 312.

COM S 321 Numerical Methods in Computational Molecular Biology (also BIOBM 321 and ENGRD 321) (I)

Fall. 3 credits. Prerequisites: at least one course in calculus such as MATH 106, 111, or 191 and a course in linear algebra such as MATH 221 or 294 or BTRY 417. COM S 100 or equivalent and some familiarity with iteration, arrays, and procedures. COM S majors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 322 Introduction to Scientific Computation (also ENGRD 322)

Spring, summer. 3 credits. Prerequisites: COM S 100 and (MATH 222 or 294). COM S majors may use only one of the following toward their degree: COM S 321, 322, or 421.

[COM S 324 Computational Linguistics (also COGST 424, LING 424) (III)]

Spring. 4 credits. Prerequisites: LING 203; Labs involve work in the UNIX environment; COM S 114 recommended. Not offered 2002–2003.

For description, see LING 424.]

COM S 330 Applied Database Systems (also CIS 330)

Spring. 3 credits. Prerequisites: COM S 130, COM S 211/ENGRD 211, and COM S 230.

COM S 381 Introduction to Theory of Computing

Fall, summer. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481.

COM S 392 Topics in High-level Vision (also COGST 465, PSYCH 465) (III)

Spring. 4 credits. For description, see PSYCH 465.

COM S 401 Introduction to Applied Scientific Computing with MATLAB (also CIS 401)

Fall. 1 credit. Usually weeks 2-5. Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

COM S 402 Scientific Visualization with MATLAB (also CIS 402)

Spring. 1 credit. Usually weeks 2-5. Prerequisites: COM S 100 or equivalent programming experience; COM S 401/CIS 401 recommended, but not required. S-U grades only.

COM S 403 Development of Scientific Computing Programs (also CIS 403)

Fall. 1 credit. Usually weeks 2-5. Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

COM S 404 Survey and Use of Software Libraries for Scientific Computing (also CIS 404)

Spring. 1 credit. Usually weeks 2-5. Prerequisites: COM S 100 or equivalent programming experience; COM S 403/CIS 403 recommended, but not required. S-U grades only.

COM S 409 Data Structures and Algorithms for Computational Science (also CIS 409)

Spring. 4 credits. This course is not open to COM S majors. Prerequisite: COM S 211 or equivalent programming experience. Not offered every year.

COM S 411 Programming Languages and Logics

Fall or spring. 4 credits. Prerequisites: COM S 312 or permission of instructor. Not offered every year; semester TBA.

COM S 412 Introduction to Compilers

Spring. 3 credits. Prerequisites: COM S 312 (or permission of instructor) and 314. Corequisite: COM S 413.

COM S 413 Practicum in Compilers

Spring. 2 credits. Corequisite: COM S 412. A compiler implementation project related to COM S 412.

COM S 414 Systems Programming and Operating Systems

Fall, spring, summer. 3 credits. Prerequisite: COM S 211, 212, 312 (or permission of instructor), and 314. Corequisite: COM S 415 in spring only.

COM S 415 Practicum in Operating Systems

Fall, spring. 2 credits. Corequisite: COM S 414.

COM S 417 Introduction to Computer Graphics (also ARCH 374)

Fall. 3 credits. Prerequisite: COM S 211. Corequisite: COM S 418 or permission of instructor.

COM S 418 Practicum in Computer Graphics (also ARCH 375)

Fall. 2 credits. Enrollment limited. Prerequisite: COM S 212 and permission of instructor. Recommended: COM S 314. Corequisite: COM S 417.

COM S 421 Numerical Analysis

Fall. 4 credits. Prerequisites: MATH 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming. COM S majors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 430 Information Discovery (also CIS 430)

Fall. 3 credits. Prerequisite: COM S 211 or equivalent.

COM S 432 Introduction to Database Systems

Fall. 3 credits. Prerequisites: COM S 312 or 211, 212, and permission of instructor. Recommended: COM S 213 and strong programming skills in C or C++.

COM S 433 Practicum in Database Systems

Fall. 2 credits. Corequisite: COM S 432.

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: COM S 211 and 280 (or equivalent).

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits. Corequisite: COM S 472.

COM S 474 Introduction to Natural Language Processing (also COGST 474, LING 474)

Fall. 4 credits. Prerequisites: COM S 211.

COM S 478 Machine Learning

Spring. 4 credits. Prerequisites: COM S 280, 312, and basic knowledge of linear algebra and probability theory.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481.

A faster-moving and deeper version of COM S 381. Corrective transfers between COM S 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

COM S 482 Introduction to Analysis of Algorithms

Spring, summer. 4 credits. Prerequisites: COM S 280, 312, and either 381 or 481, or permission of instructor.

COM S 483 Quantum Computation (also PHYS 481, 681)

Spring. 2 credits. Prerequisite: familiarity with the theory of vector spaces over the complex numbers.

COM S 486 Applied Logic (also MATH 486) (II)

Fall or spring. 4 credits. Prerequisites: MATH 222 or 294, COM S 280 or equivalent (such as MATH 332, 432, 434, 481), and some course in mathematics or theoretical computer science.

COM S 490 Independent Reading and Research

Fall, spring. 1-4 credits.

COM S 501 Software Engineering

Spring. 4 credits. Prerequisite: COM S 211 or equivalent experience programming in Java or C++.

COM S 502 Web Information Systems (also CIS 502)

Spring. 3 credits. Prerequisite: COM S 211 and some familiarity with the technology of web sites.

COM S 504 Applied Systems Engineering I (also CEE 504, ECE 512, M&AE 591, OR&IE 512)

Fall. 3 credits. Prerequisites: senior or graduate standing in an engineering field; concurrent or recent (past two years)

enrollment in a group-based project with a strong system design component that is approved by a course instructor.

COM S 505 Applied Systems Engineering II (also CEE 505, ECE 513, M&AE 592, OR&IE 513)

Spring. 3 credits. Prerequisite: Applied Systems Engineering I.

COM S 513 System Security

Fall. 4 credits. Prerequisites: COM S 414 or 519 and familiarity with JAVA programming language.

COM S 514 Intermediate Computer Systems

Fall or spring. 4 credits. Prerequisites: COM S 414 or permission of instructor.

COM S 515 Practicum in Systems

Fall or spring. 1-2 credits. Corequisite: COM S 514.

COM S 517 Advanced Rendering

Spring. 3 credits. Prerequisite: COM S 417 or permission of instructor.

COM S 519 Computer Networks

Spring. 4 credits. Prerequisites: COM S 314 or permission of instructor. Not offered every year.

COM S 522 Computational Tools and Methods for Finance

Spring. 4 credits. Prerequisites: programming experience (e.g. C FORTRAN, or MATLAB) and some knowledge of numerical methods, especially numerical linear algebra. Not offered every year.

COM S 572 Heuristic Methods for Optimization (also CEE 509)

Spring. 3 or 4 credits. Prerequisite: COM S/ENGRD 211 or 322 or CEE/ENGRD 241, or graduate standing, or permission of instructor. Not offered every year.

COM S 574 Language Technologies

Fall. 3 credits. Prerequisites: COM S 472 or 478 or 578 or the equivalent.

COM S 576 Decision Theory I (also CIS 576, ECON 476, 676)

Fall. 4 credits. Prerequisites: mathematical sophistication.

COM S 577 Decision Theory II (also CIS 577, ECON 477, 677)

Spring. 4 credits. Prerequisites: mathematical sophistication.

COM S 578 Empirical Methods in Machine Learning and Data Mining

Fall. 3 credits. Prerequisites: COM S 280 and 312 or equivalent.

COM S 601 System Concepts

Fall. 3 credits. Prerequisite: open to students enrolled in the COM S Ph.D. program.

COM S 611 Advanced Programming Languages

Fall. 4 credits. Prerequisites: graduate standing or permission of instructor.

COM S 612 Compiler Design for High-Performance Architectures

Spring. 4 credits. Prerequisites: COM S 314 and 412 or permission of instructor.

COM S 613 Concurrent Programming

Spring. 4 credits. Prerequisites: COM S 414 or permission of instructor. Not offered every year; semester TBA.

COM S 614 Advanced Systems

Spring. 4 credits. Prerequisite: COM S 414 or permission of instructor.

COM S 615 Adaptive Systems

Fall. 4 credits. Prerequisites: COM S 614 recommended.

COM S 621 Matrix Computations

Fall. 4 credits. Prerequisites: MATH 411 and 431 or permission of instructor.

COM S 622 Numerical Optimization and Nonlinear Algebraic Equations

Spring. 4 credits. Prerequisite: COM S 621. Offered in odd-numbered years.

[COM S 624 Numerical Solution of Differential Equations]

Spring. 4 credits. Prerequisite: previous exposure to numerical analysis (e.g. COM S 421 or 621) to differential equations, and knowledge of MATLAB. Offered in even-numbered years.]

COM S 626 Computational Molecular Biology

Spring. 4 credits. Prerequisites: familiarity with linear programming, numerical solutions of ordinary differential equations and nonlinear optimization methods.

COM S 632 Advanced Database Systems

Spring. 4 credits. Prerequisite: COM S 432/433 or permission of instructor.

COM S 664 Machine Vision

Fall or spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and MATH 221 or equivalent.

[COM S 671 Introduction to Automated Reasoning]

Fall. 4 credits. Prerequisite: COM S 611 and graduate standing or permission of instructor. Not offered 2002–2003.]

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisites: COM S 472 or permission of instructor.

COM S 674 Natural Language Processing

Spring. 3 credits. Prerequisites: COM S 472 or permission of instructor. COM S 474 is *not* a prerequisite. Not offered every year; semester TBA.

[COM S 676 Reasoning about Knowledge]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Offered in even-numbered years. Not offered 2002–2003.]

[COM S 677 Reasoning about Uncertainty]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Offered in odd-numbered years. Not offered 2002–2003.]

COM S 678 Advanced Topics in Machine Learning

Spring. 4 credits. Prerequisites: COM S 478 or equivalent, or COM S 578 or equivalent, or permission of instructor.

COM S 681 Analysis of Algorithms

Fall. 4 credits. Prerequisite: COM S 482 or graduate standing.

COM S 682 Theory of Computing

Spring. 4 credits. Prerequisite: (COM S 381 or 481) and (COM S 482 or 681) or permission of instructor.

COM S 683 Advanced Design and Analysis of Algorithms

Spring. 4 credits. Prerequisites: COM S 681 or permission of instructor.

COM S 684 Approximation and Network Algorithms

Fall. 4 credits. Prerequisites: COM S 681 or permission of instructor.

COM S 685 The Structure of Information Networks (also CIS 685)

Fall. 4 credits. Prerequisite: COM S 482.

COM S 686 Logics of Programs

Spring. 4 credits. Prerequisites: COM S 481, 682, and (MATH 481 or MATH/COM S 486).

COM S 709 Computer Science Colloquium

Fall, spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

COM S 711 Seminar in Advanced Programming Languages

Fall or spring. 3 credits.

COM S 713 Seminar in Systems and Methodology

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 611, 613, 671, a logic course, or permission of instructor. Not offered every year; semester TBA.

COM S 715 Seminar in Programming Refinement Logics

Fall, spring. 4 credits. Prerequisite: permission of instructor.

COM S 717 Topics in Parallel Architectures

Fall. 4 credits. Prerequisite: COM S 612 or permission of instructor. Not offered every year; semester TBA.

COM S 719 Seminar in Programming Languages

Fall, spring. 4 credits. Prerequisite: COM S 611 or permission of instructor. S-U grades only.

COM S 721 Topics in Numerical Analysis

Fall, spring. 4 credits. Prerequisite: COM S 621 or 622 or permission of instructor. Not offered every year; semester TBA.

COM S 726 Problems and Perspectives in Computational Molecular Biology (also PL BR 726)

Fall, spring. 1 credit. S-U grades only.

COM S 732 Seminar in Database Systems

Fall, spring. 4 credits. S-U grades only.

COM S 750 Evolutionary Computation and Design Automation (also M&E 650)

Fall. 4 credits. Prerequisite: programming experience or permission of instructor.

COM S 751 Media Research and Critical Design (also CIS 751)

Fall. 4 credits. Prerequisites: graduate standing in COM S or equivalent ability to read technical research papers. Contact instructor if unsure of qualifications.

COM S 752 Seminar on Scholarly Information Architecture

Fall. 3 credits. Prerequisite: concurrent enrollment in COM S 502 or equivalent experience. S-U grades only.

COM S 754 Systems Research Seminar

Fall, spring. 1 credit. S-U grades only.

COM S 772 Seminar in Artificial Intelligence

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 775 Seminar in Natural Language Understanding

Fall, spring. 2 credits.

COM S 786 Introduction to Kleene Algebra

Spring. 4 credits. Prerequisites: COM S 481 required; COM S 482 or 681, COM S 682, elementary logic (MATH 481 or 681), algebra (MATH 432) recommended.

COM S 789 Seminar in Theory of Algorithms and Computing

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 790 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

COM S 890 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

COM S 990 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

COMPUTING AND INFORMATION SCIENCE

Faculty of Computing and Information Administration

Robert L. Constable, dean for Computing and Information Science

John Abowd, Industrial and Labor Relations

Kenneth Birman, Computer Science

Claire Cardie, Computer Science

Terrence Fine, Electrical and Computer Engineering

Geri Gay, Communication

Donald Greenberg, Architecture, Johnson School of Management

John Kleinberg, Computer Science

Stephen Pope, Mechanical and Aerospace Engineering

Fred Schneider, Computer Science

David Shalloway, Molecular Biology and Genetics

Stan Taft, Art

Ken Torrance, Mechanical and Aerospace Engineering

Charles Van Loan, Computer Science

Stephen Wicker, Electrical and Computer Engineering

Mission

The Faculty of Computing and Information (FCI) presents courses and programs in computing and information science across campus. The professors associated with its programs have appointments in the Department of Computer Science or as FCI professors in other academic units. The FCI has three areas of interest: information science, computational science and engineering, and digital arts and graphics. Each area is at a different stage of development.

Information Science

Information Science at Cornell is a new interdisciplinary program that considers information systems in their human context and integrates the study of three aspects of information. First, Information Science studies computing systems that provide people with information content; this study overlaps with parts of computer science stressing the design, construction, and use of large information systems such as the World Wide Web, the National Digital Library for science education, and other global information resources. The second aspect of Information Science examines how people engage these information resources and how information systems can be designed to be integrated into everyday life—human-computer interaction (HCI). This area is also called “human-centered systems,” because it is concerned with systems that hundreds of millions of people will use in daily life. The third aspect is the study of social systems and how they interact with computer systems. This area of Information Science deals with understanding how information systems are situated in social, economic, and historical contexts. It explores the economic value of information, the legal constraints on systems, their social impact, and the cultural aspects of their construction. These are synergistic topics, and the next generation of scientists, scholars, business leaders, and government workers will need to understand them and how they relate.

Specific topics emphasized in the Information Science program include information networks; information discovery; knowledge organization; interaction design; interface design and evaluation; collaboration within and across groups, communities, organizations, and society; computational linguistics; computational techniques in the collection, archiving, and analysis of social-science data; information privacy; methods of collecting, preserving, and distributing information; information system design; cognition and learning; social informatics; and cultural studies of computation.

Computational Science and Engineering

Another FCI area of activity is computational science and engineering. Numerous courses are taught throughout the university. Topics include numerical methods, modeling and simulation, and real-time computing and control. The FCI itself sponsors several “tool-based” short courses for graduate students who anticipate that their studies will have a strong computational component (CIS 401, 402, 403, 404). A course on data structures for computational science (CIS 409) also is offered.

Digital Arts and Graphics

The FCI is working to develop research programs and curriculum in the digital arts. Several courses already exist in this area (ART 372, ART 391, MUSIC 120, COM S 417-18) and more can be expected in the near future.

Relationship with Computer Science

FCI programs have connections to computer science, the study of computation in all of its forms. Computation is both abstract and physical, both artificial and natural, and its study is a unique combination of fundamental science, applied science, and enabling technology. The curriculum covers the theory of algorithms and computing and its many applications in science, engineering, and business. Students learn the algorithmic method of thinking and how to bring it to bear on a wide range of problems. They also study the elements of computing and information technology such as system design, problem specification, programming, system analysis and evaluation, and complex modeling. Research areas include programming languages, compilers, computing systems, artificial intelligence, natural language processing, computer graphics, computer vision, databases, networks, bioinformatics, the theory of algorithms, scientific computing, and computational logic.

Undergraduate majors in Computer Science are offered in the College of Engineering and the College of Arts and Sciences. A minor in Computer Science is available to undergraduates in the College of Engineering. These programs are administered by the Department of Computer Science, whose professors are members of both the College of Engineering and the College of Arts and Sciences.

There is also a one-year Master of Engineering Program in Computer Science and a Ph.D. program in Computer Science. These degree programs are administered by the Graduate Field of Computer Science.

The Information Science Concentration /Minor

A minor in Information Science is available to students in the College of Engineering, the College of Arts and Sciences, and the College of Agriculture and Life Sciences. (Minors are referred to as “concentrations” in the College of Arts and Sciences.) The program has three main areas: information systems, human-centered systems, and social systems. The area of information systems studies the computer science problems of representing, storing, manipulating, and using digital information. Human-centered systems investigates the relationship between humans and information, drawing from human-computer interaction and cognitive science. Social systems examines the economic, legal, political, cultural and social context. The concentration/minor has been designed to ensure that students have substantial grounding in all three of these areas and in statistics.

Courses to fulfill the requirements for the Information Science concentration/minor are selected from the following categories:

Statistics

ENGRD 270 Basic Engineering Probability and Statistics

CEE 304 Uncertainty Analysis in Engineering

ECE 310 Introduction To Probability and Random Signals

MATH 171 Statistical Theory and Application in the Real World

BTRY 261 Statistical Methods I (also STBTRY 261)

LRST 312 Applied Regression Methods

CEE 304 Uncertainty Analysis in Engineering

ECE 310 Introduction To Probability and Random Signals

Information Systems

COM S 130 Creating Web Documents

COM S 230 Intermediate Web Design

COM S 330 Applied Databases

COM S 430 Information Discovery

COM S 432 Introduction to Database Systems

COM S 474 Introduction to Natural Language Processing

COM S 478 Machine Learning

COM S 502 Architecture of Web Information Systems

COM S 515 Public Policy and Security

ECE 562 Fundamental Information Theory

COM S 752 Seminar on Scholarly Information Architecture

Human-Centered Systems

PSYCH 214 Cognitive Psychology (also COGST 214)

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342)

PSYCH 347 Psychology of Visual Communications

PSYCH 413 Information Processing: Conscious and Unconscious

COMM 439 Designing for Human-Computer Interaction

COMM 440 Computer Mediated Communication

Social Systems

S&TS 250 Technology in Society (also ENGR 250, HIST 250 and ECE 250)

S&TS 292 Inventing an Information Society (also ENGR 298 and ECE 298)

S&TS 387 The Automatic Lifestyle: Consumer Culture and Technology

S&TS 411 Knowledge, Technology, and Property

OR&IE 480 Information Technology

COMM 428 Communication Law

LAW 410 Limits on and Protection of Creative Expression—Copyright Law and Its Close Neighbors

The concentration/minor requires:

- One statistics course. (For Engineering students it must be ENGRD 270, ECE 310, or CEE 304, because these courses assume some knowledge of calculus.)
- Two courses in information systems. (For Engineering students, COM S 130 cannot be used.)
- One course in human-centered systems.
- One course in social systems.

- One or two elective courses. (For Engineering students, one elective chosen from the human-centered system category or the social system category. For all other students, two elective courses, at least one of which must be from the human-centered system category.)

These programs are administered by the Department of Computer Science. Visit <http://www.fci.cornell.edu/infoscience/undergraduate.html> or Upson 330 for more information.

CIS Courses

Courses offered under the CIS rubric are of particular interest to students in the computing and information sciences.

CIS 130 Introductory Web Programming (also COM S 130)

Fall, summer. 3 credits. No prerequisites. See COM S 130 for description.

[CIS 191 Media Arts Studio I (also ART 391, THETR 391)]

Fall. 3 credits. Prerequisite: one of the following courses: ART 171, THETR 277, 377, MUSIC 120, or equivalent; must be a junior and have permission of the instructor. Lab fee \$50. Not offered 2002–2003. Staff.

See ART 391 for description.]

CIS 230 Intermediate Web Design (also COM S 230)

Spring. 3 credits. Prerequisite: COM S 130 or equivalent.

See COM S 230 for description.

CIS 330 Applied Database Systems (also COM S 330)

Spring. 3 credits. Prerequisites: COM S 130, COM S 211/ENGRD 211, and COM S 230.

See COM S 330 for description.

CIS 401 Introduction to Applied Scientific Computing with MATLAB (also COM S 401)

Fall. 1 credit. Usually weeks 1–4. Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

An introduction to the use of MATLAB as an aid to scientific research. The course introduces the basic syntax and features of MATLAB and develops the background necessary for the more specialized courses. The course covers basic MATLAB programming and vectorized operations, data input/output, and simple visualization. The course emphasizes applied issues such as managing large data sets, simulation, and visualization, but also introduces fundamental ideas in scientific computing such as floating point arithmetic and algorithm efficiency. Although the course uses MATLAB, the ideas and concepts covered are common to many computational environments.

CIS 402 Scientific Visualization with MATLAB (also COM S 402)

Fall. 1 credit. Usually weeks 1–4. Prerequisites: COM S 100 or equivalent programming experience; COM S 401/CIS 401 recommended, but not required. S-U grades only.

A survey of the advanced visualization features in MATLAB. The course covers MATLAB's "handle graphics" paradigm, specialized graphics routines for vectors and fields, and introduces color mapping, lighting, and new features for controlling object transparency. Although the course is meant to

introduce students to the capabilities of the MATLAB system, it also emphasizes the basic goal of visualization: producing an image that effectively communicates a scientific result.

CIS 403 Development of Scientific Computing Programs (also COM S 403)

Spring. 1 credit. Usually weeks 1–4.

Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

This course is designed for graduate students who, in their research, will develop computer programs to solve scientific or engineering problems (e.g., in Fortran, C, or Java). Approaches and tools are presented which facilitate the development of good software. The course emphasizes the tools available in UNIX and Windows environments. Topics covered include compilers, debuggers, software design, and project management.

CIS 404 Survey and Use of Software Libraries for Scientific Computing (also COM S 404)

Spring. 1 credit. Usually weeks 1–4.

Prerequisites: COM S 100 or equivalent programming experience; COM S 403/CIS 403 recommended, but not required. S-U grades only.

Many software packages and code libraries have been developed for the solution of standard problems in scientific computing. Examples of such libraries are LAPACK, IMSL, Numerical Recipes routines, MATLAB functions, and routines available in online repositories such as Netlib. This course discusses how to link to or compile standard library formats and considers the legal and ethical aspects of using other people's code (or having them use yours). The course also surveys some of the standard problems and the available libraries and discusses the issues that arise in their use (e.g., accuracy, robustness, and generality).

CIS 409 Data Structures and Algorithms for Computational Science (also COM S 409)

Spring. 4 credits. Prerequisite: COM S 211 or equivalent programming experience.

This course is not open to COM S majors. Not offered every year.

See COM S 409 for description.

CIS 430 Information Discovery (also COM S 430)

Fall. 3 credits. Prerequisite: COM S 211 or equivalent.

See COM S 430 for description.

CIS 490 Independent Reading and Research

Fall, spring. 1–4 credits.

Independent reading and research for undergraduates.

CIS 502 Web Information Systems (also COM S 502)

Spring. 3 credits. Prerequisites: COM S 211 and some familiarity with the technology of web sites.

See COM S 502 for description.

CIS 576 Decision Theory I (also COM S 576, ECON 476, 676)

Fall. 4 credits. Prerequisites: mathematical sophistication.

See ECON 476 for description.

CIS 577 Decision Theory II (also COM S 577, ECON 477, 677)

Spring. 4 credits. Prerequisites: Mathematical sophistication.

See ECON 476 for description.

CIS 685 The Structure of Information Networks (also COM S 685)

Fall. 4 credits. Prerequisite: COM S 482.

See COM S 685 for description.

CIS 750 Evolutionary Computation and Design Automation (also COM S 750, M&AE 650)

Fall. 4 credits. Prerequisite: programming experience or permission of instructor.

Covers advanced topics in evolutionary algorithms and their application to computational design. The course provides insight into a variety of evolutionary computation paradigms, as well as governing dynamics of co-evolution, arms races, and symbiosis. Topics include artificial life, evolutionary robotics, and applications in a variety of domains in engineering, science, and art. The course is suitable for students interested in computational techniques for addressing open-ended design problems using computational models of evolutionary discovery. The course will be comprised of lectures, paper readings, and discussions. Grading based on critical paper reviews and individual projects.

CIS 751 Media Research and Critical Design (also COM S 751)

Fall. 4 credits. Prerequisites: graduate standing in COM S or equivalent ability to read technical research papers. Contact instructor if unsure of qualifications.

This course studies media research practices that incorporate cultural criticism into technology design. Topics include tangible media, ubiquitous computing, speculative design, and interactive narrative. Computer science content draws on interactive art, cultural studies, and interaction design.

CIS 752 Seminar on Scholarly Information Architecture (also COM S 752)

Fall. 3 credits. Prerequisite: concurrent enrollment in COM S 502 or equivalent experience. S-U grades only.

This seminar examines on-line information systems designed for scholarly usage, covering ongoing trends and highlighting current problems and new research directions. Topics include techniques for rendering, indexing, and linking scholarly information, and formats and protocols for querying, accessing, mining, and transmitting the information. An objective is to identify the components necessary for an idealized system and to lay the basis for future research projects resulting in their design and implementation. Examples include automated classification systems, real-time closeness measures, authoring tools, and next-generation document formats to facilitate efficient data mining and long-term archival stability. Some of the nontechnical obstacles to realization of ideal systems—sociological, legal, financial, and political—will also be examined.

CZECH

See Department of Russian.

DANCE

See under Department of Theatre, Film and Dance.

DUTCH

See Department of German Studies.

EARTH AND ATMOSPHERIC SCIENCES

B. L. Isacks, chair; S. J. Riha, associate chair; directors of undergraduate studies: K. H. Cook (science of earth systems), R. W. Kay (geological sciences), and S. J. Colucci (atmospheric science); R. W. Allmendinger, W. D. Allmon, M. Barazangi, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, A. T. DeGaetano, L. A. Derry, P. J. Gierasch, C. H. Greene, D. L. Hysell, T. E. Jordan, S. Mahlburg Kay, M. C. Kelley, F. H. T. Rhodes, D. L. Turcotte, W. M. White, D. S. Wilks, M. W. Wysocki

The new Department of Earth and Atmospheric Sciences joins faculty in the geological sciences with faculty in atmospheric sciences to cover the breadth of modern earth sciences. We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows, understanding the earth and its resources becomes progressively more important for both future policymakers and ordinary citizens.

The new department is the home department for three majors: geological sciences, atmospheric sciences, and science of earth systems (SES). Geological sciences emphasizes the solid earth and its history, atmospheric sciences emphasizes basic understanding of modern climate and weather, while the science of earth systems major covers the new disciplines which study the interactions among rock, water, air, and life in our planet's operation. The geological sciences and SES majors are available for students in the College of Arts and Sciences. The geological sciences major is described below, and the SES major is described in the section, "Special Programs and Interdisciplinary Studies." Atmospheric sciences has been proposed as a new major in the College of Arts and Sciences. If approved, the new major would commence during 2002-2003. The goal is to have the breadth of earth sciences available to students in the Colleges of Arts and Sciences, Engineering, and Agriculture and Life Sciences. The community of majors in these inter-collegiate programs share a common interest in a rigorous scientific understanding of how our planet works.

For the latest information about these programs, please consult our web site at www.eas.cornell.edu.

The Geological Sciences Major

The geological sciences major reveals Earth's turbulent history from the formation of our solar system to the plate tectonic cycles that dominate Earth's present behavior. That

history is highlighted by the co-evolution of life and the Earth system, a dramatic story that starts with the origin of life in our sun's planetary system and leads to the modern interglacial phase of our planet's latest ice age during which our species has emerged to play a major role in the planetary system. Topics of study also include the fundamental processes responsible for the concentration of mineral and energy resources that have enabled our technological evolution, and include natural hazards such as earthquakes, volcanic eruptions, floods, and landslides which pose dangers to our increasingly vulnerable cities and infrastructure.

The geological sciences major prepares students in geology, geophysics, geochemistry, and geobiology for careers in mineral and petroleum exploration, environmental geology, and academic and government research enterprises. Many of these career tracks involve graduate study, for which the major is excellent preparation. Alternatively, it is a valuable major for a pre-law or pre-med program or in preparation for a career in K-12 education.

In addition to course work, students learn by outdoor fieldwork and involvement in the vigorous research programs of the department. Facilities include equipment for processing seismic signals and satellite images of the Earth's surface using extensive libraries of earthquake records, satellite images, and exploration seismic records, and instruments for highly precise chemical and physical analyses of earth materials, including instruments of the Cornell Center for Material Research, Ward Laboratory and the Cornell High Energy Synchrotron Source (CHESS). Undergraduates have served as field assistants for faculty members and graduate students in Argentina, Mexico, British Columbia, the Aleutian Islands and southeastern Alaska, Scotland, Switzerland, Tibet, and the Barbados. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

For admission to the geological sciences major, a student should have made substantial progress toward completing the following basic science requirements for the major: MATH 111-112 or MATH 191-192, PHYS 207-208 or PHYS 112-113, CHEM 207 or 211. Freshmen and sophomores should take an introductory EAS course (or courses), normally EAS 101 or EAS 201, or EAS 102 or EAS 104. Juniors with a strong foundation in mathematics and science may be accepted into the major without an introductory course. Majors take EAS 210, the five 300-level core courses listed below, six credits of additional course work from earth and atmospheric sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science or an intermediate-level course in biological science, mathematics, chemistry, or physics. In addition, a requirement for an advanced outdoor field experience may be met by completing one of the following four-credit options: (a) EAS 417 (Field Mapping in Argentina, 3 credits) and EAS 491 or 492 (based on field observations) for a combined four-credit minimum; (b) EAS 437 (Geophysical Field Methods, 3 credits) plus at least one credit of EAS 491 or 492 using geophysical techniques from EAS 437; (c) EAS 491-492 (Undergraduate Research, 2 credits each) with a significant component of field work; or (d) an approved outdoor field

course taught by another college or university (4-credit minimum).

Core Courses

- EAS 326 Structural Geology
- EAS 355 Mineralogy
- EAS 356 Petrology and Geochemistry
- EAS 375 Sedimentology and Stratigraphy
- EAS 388 Geophysics and Geotectonics

Prospective majors should contact R. W. Kay as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Earth and Atmospheric Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in earth and atmospheric sciences may be of particular interest to students of chemistry, biology, and physics. Students are encouraged to inquire about courses that interest them at the department office in 2122 Snee Hall.

Honors. An honors program is offered by the Department of Earth and Atmospheric Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average, a cumulative average of 3.5 in the major, and complete an honors thesis (EAS 491 or 492). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

Courses

EAS 101 Introductory Geological Sciences (I)

Fall, spring, 3 credits. A. Moore.
Designed to enhance an appreciation of the physical world. Emphasizes natural environments, surface temperatures, and dynamic processes such as mountain belts, volcanoes, earthquakes, glaciers, and river systems. Interactions of the atmosphere, hydrosphere, biosphere, and lithosphere (earth system science). Water, mineral, and fuel resources; environmental concerns. Field trips in the Ithaca region.

EAS 102 Evolution of the Earth and Life (also BIO G 170) (I)

Spring, 3 credits. J. L. Cisne.
Course topics include: Earth systems and their evolution; Earth history's astronomical context; plate tectonics, continental drift, and their implications for climate and life; co-evolution of life and the atmosphere; precedents for ongoing global change; and dinosaurs, mass extinctions, and human ancestry. Includes laboratories on reconstructing geological history and mapping ancient geography. Fossil collecting on field trips.

[EAS 105 Writing on Rocks (Freshman Seminar)]

Fall, spring, 3 credits. Not offered 2002-2003. J. Chiment.
See Freshman Seminar Handbook for description.]

EAS 106 Vertebrate Fossil Preparation

Fall, spring, 1 credit. Prerequisite: 1 introductory geology course or concurrent enrollment, class size is limited. J. Chiment.
A laboratory-oriented course that exposes students to techniques of vertebrate fossil

preparation. Roughing-out and fine preparation of large specimens in solid matrix are covered, as well as screen washing and microscope techniques for the recovery of micro-vertebrate remains. Specialized scanning techniques are discussed.

The class meets for one hour each week for the first three weeks of the semester. Students are assigned to an individual or group project requiring three hours of participation each week for the remainder of the semester.

EAS 107 How the Earth Works

Fall. 1 credit. J. L. Cisne.

A user-friendly introduction to the workings and interactions of solid earth, ocean, atmosphere, and life as they relate to understanding ongoing global change.

EAS 109 Dinosaurs

Fall. 1 credit. J. L. Cisne.

An introductory survey course for anyone interested in dinosaurs. Lectures examine the fossil evidence and illustrate how various geological and biological disciplines contribute to understanding dinosaurs and their world.

EAS 111 To Know the Earth and Build a Habitable Planet (I)

Fall. 3 credits. J. M. Bird.

Acquaints the nonscientist with Earth. Course topics include: major features and how Earth has evolved; Earth system science and building a habitable planet; effects of human activity on geologic environments, mitigating environment damage, living with natural hazards; and mineral resource use in the twenty-first century and an environmentally sound fuel-minerals cycle.

EAS 122 Earthquake! (also ENGRI 122) (I)

Spring. 3 credits. L. D. Brown.

The science of natural hazards and strategic resources is explored. Techniques for locating and characterizing earthquakes and assessing the damage they cause; methods of using sound waves to image the earth's interior to search for strategic minerals; the historical importance of such resources. Seismic experiments on campus to probe for groundwater, the new critical environmental resource.

EAS 131 Basic Principles of Meteorology (I)

Fall. 3 credits. M. W. Wysocki.

A simplified treatment of the structure of the atmosphere: heat balance of the Earth; general and secondary circulations; air masses, fronts, and cyclones; and hurricanes, thunderstorms, tornadoes, and atmospheric condensation. In the laboratory, emphasis is on techniques of analysis of weather systems.

EAS 150 Introduction to Fortran Programming

Fall. 3 credits. M. W. Wysocki.

An introduction to the elements of computer programming using Fortran. Exercises involve mainly meteorological problems.

EAS 154 The Sea: An Introduction to Oceanography, Lecture (also offered as BIOEE 154) (I)

Spring, summer. 3 credits. C. H. Greene, W. M. White.

A survey of the physics, chemistry, geology, and biology of the oceans for both science and nonscience majors. Topics include: seafloor spreading and plate tectonics, marine sedimentation, chemistry of seawater, ocean

currents and circulation, the oceans and climate change, ocean ecology, and coastal processes. The optional one-credit laboratory for this course is offered as EAS 155/BIOEE 155.

EAS 155 The Sea: An Introduction to Oceanography, Laboratory (also offered as BIOEE 155)

Spring. 1 credit. C. H. Greene, W. M. White. Prerequisite: concurrent enrollment in EAS 154.

Laboratory course covering topics presented in EAS 154.

EAS 200 Art, Archaeology, and Analysis (also ARKEO 285, ART H 200, ENGR 185, PHYS 200) (I or IV)

Spring. 3 credits. R. W. Kay.

An interdepartmental course on the use of techniques of science and engineering in cultural research. Applications of physical and physiological principles to the study of archaeological artifacts and works of art. Historical and technical aspects of artistic creation. Analyses by modern methods to deduce geographic origins and for exploration, dating, and authentication of cultural objects. Does not meet liberal studies distribution requirement for engineering.

EAS 201 Introduction to the Physics and Chemistry of the Earth (also ENGR 201) (I)

Fall. 3 credits. Prerequisites: PHYS 112 or 207. L. M. Cathles.

Course topics include: formation of the solar system: accretion and evolution of the earth; the rock cycle: radioactive isotopes and the geological time scale, plate tectonics, rock and minerals, earth dynamics, mantle plumes; the hydrologic cycle: runoff, floods and sedimentation, groundwater flow, and contaminant transport; and the weathering cycle: chemical cycles, CO₂ (weathering), rock cycle, controls on global temperature (CO₂ or ocean currents), oil, and mineral resources.

EAS 202 Environmental Geology (I)

Summer. 3 credits. W. R. Brice.

In-depth introduction to geologic processes that affect or are affected by human society, including stream behavior and floods, earthquakes, land stability and mass wasting, and volcanic hazards. This material provides an application of geology to engineering, natural resources, and land-use planning. Local examples are discussed and visited on short field trips. This course can be taken as an introduction to geology or as a continuation of EAS 101.

[EAS 203 Natural Hazards and the Science of Complexity (I)]

Fall. 3 credits. Prerequisites: 1 calculus course. Not offered 2002–2003.

D. L. Turcotte.

Studies of natural hazards; earthquakes, volcanic eruptions, floods, hurricanes, tornadoes, severe storms, wildfires, meteor impacts. Applications of the science of complexity to natural hazards: fractals, chaos, and self-organized criticality.]

EAS 210 Introduction to Field Methods in Geological Sciences (I)

Fall. 3 credits. 1 lecture, Saturday field trips.

Prerequisites: EAS 101 (or 201) or permission of instructor. R. W. Allmendinger.

Course covers the methods by which rocks are used as a geological database. Topics include field methods used in the construction of geological maps and cross sections;

systematic description of stratigraphic sections. There are field and laboratory sessions on Saturdays until Thanksgiving. There is one additional lecture during most of these weeks. Course includes one weekend field trip to eastern New York.

EAS 213 Marine and Coastal Geology

Summer. 2 credits. Prerequisite: an introductory course in geology or permission of instructor. Staff.

A special one-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island near Portsmouth, New Hampshire. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost for 2002 (including tuition, room, board, and ferry transportation) is \$1,100.

EAS 250 Meteorological Observations and Instruments

Spring. 3 credits. Prerequisite: EAS 131.

Lab fee \$50. M. W. Wysocki.

Methods and principles of meteorological measurements and observations including surface, free-air, and remote systems. Topics include: instrument siting, mounting, and protection; instrument response characteristics, calibration, and standardization; and recorders and data logging systems. Includes laboratory exercises in observation and data analysis. Intended to serve as preparation for Observers Examination.

EAS 260 Soil Science (also CSS 260) (I)

Fall. 4 credits. S-U grades optional.

S. J. Riha.

Designed for students interested in a comprehensive introduction to soil science from both an environmental and plant management perspective, this course is divided into three units. A unit on soil information introduces students to soil characterization, testing, mapping, classification, GIS, and land evaluation. A soil management unit addresses fertility, pest management, water, and microclimate, as well as erosion, conservation, pollution, and soil health. The unit on the role of soils in ecosystems considers topics such as biodiversity, soils as sinks and sources of greenhouse gases, and the impact of soils on land use. Labs are initially field-oriented with an emphasis on learning practical skills needed to evaluate and manage soils. Subsequent labs focus on accessing, interpreting, and applying soil information.

EAS 268 Climate and Global Warming (I)

Spring. 3 credits. Prerequisite: basic college math. A. T. DeGaetano.

Students from a range of disciplines become familiarized with such contemporary issues in climatology as global warming and El Niño. Introductions to the natural greenhouse effect, past climates, observed and projected climate changes and impacts. Also natural climate variations and their consequences and predictability. Weekly student-led discussions of issues appearing in journals such as *Nature*.

EAS 296 Forecast Competition

Fall and spring. 1 credit. S-U grades only.

Prerequisites: sophomore undergraduate standing in atmospheric science or permission of instructor. D. S. Wilks.

This two-semester course provides daily exercise in probabilistic weather forecasting, in which students compete to forecast local weather most skillfully. Enroll for two consecutive semesters, with credit awarded

after the second semester. May be repeated for credit.

EAS 302 Evolution of the Earth System (I)

Spring. 4 credits. Prerequisites: MATH 112 or 192 and CHEM 207 or equivalent. W. M. White, W. D. Allmon, and B. L. Isacks.

Course covers the co-evolution of life and the earth system: Earth's early history; plate tectonics, continental drift, and climate changes during the past billion years; mountain building, ice ages, and our own emergence during the past ten million years. Serves as an introduction to methods of interpreting information preserved in the rock record.

EAS 315 Geomorphology (I)

Fall. 4 credits. Prerequisite: a 3-credit EAS course. B. L. Isacks.

A study of the processes that sculpt the Earth's landscapes (above and below sea level) and the nature of those landforms. Landforms constructed by Earth's internal processes are the point of departure as we examine their modification by physical interaction with the atmosphere and oceans. Also treated are depositional landforms that are generated by accumulations of grains or sediment. Laboratory exercises include both field examination of landforms of the Finger Lakes area and computer analysis of satellite images and Digital Elevation Models of examples from around the globe. Includes two Saturday field trips.

EAS 321 Introduction to Biogeochemistry (also NTRES 321) (I)

Fall. 4 credits. Prerequisites: CHEM 207, MATH 112, plus a course in biology and/or geology. L. A. Derry, J. Yavitt.

Control and function of the Earth's global biogeochemical cycles. The course begins with a review of the basic inorganic and organic chemistry of biologically significant elements, and then considers the biogeochemical cycling of carbon, nutrients, and metals that take place in soil, sediments, rivers, and the oceans. Topics include weathering, acid-base chemistry, biological redox processes, nutrient cycling, trace gas fluxes, bio-active metals, the use of isotopic tracers, and mathematical models. Interactions between global biogeochemical cycles and other components of the Earth system are discussed.

EAS 326 Structural Geology (I)

Spring. 4 credits. Prerequisite: MATH 112, EAS 101 or 201, or permission of instructor. One weekend field trip. R. W. Allmendinger.

Nature and origin of deformed rocks at microscopic to macroscopic scales, with emphasis on structural geometry and kinematics. Topics include stress, strain, rheology, deformation mechanisms, minor structures, faulting, folding, and structural families.

EAS 331 Climate Dynamics (also ASTRO 331) (I)

Fall. 4 credits. Prerequisites: MATH 112 or 192 or equivalent. K. H. Cook, P. J. Gierasch.

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics.

Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

[EAS 334 Microclimatology (I)]

Spring. 3 credits. Prerequisite: a course in physics. Offered alternate years. Not offered 2002-2003. D. S. Wilks.

Considers the relationships of radiant energy, temperature, wind, and moisture in the atmosphere near the ground. The interplay between physical processes of the atmosphere, plant canopies, and soil is examined with emphasis on the energy balance.]

EAS 341 Atmospheric Thermodynamics and Hydrostatics (I)

Fall. 3 credits. Prerequisites: 1 year of calculus and 1 semester of physics. A. T. DeGaetano.

Introduction to the thermodynamics and hydrostatics of the atmosphere and to the methods of description and quantitative analysis used in meteorology. Topics covered include thermodynamic processes of dry air, water vapor, and moist air and concepts of hydrostatics and stability.

EAS 342 Atmospheric Dynamics (also ASTRO 342) (I)

Spring. 3 credits. Prerequisites: 1 year each of calculus and physics. K. H. Cook and P. J. Gierasch.

An introduction to the basic equations and techniques used to understand motion in the atmosphere, with an emphasis on the space and time scales typical of storm systems (the synoptic scale). The governing equations of atmospheric flow are derived from first principles and applied to middle latitude and tropical meteorology. Topics include balanced flow, atmospheric waves, circulation, and vorticity. Text used is Holton's *An Introduction to Dynamic Meteorology*.

EAS 350 Dynamics of Marine Ecosystems (I)

Fall. 3 credits. Prerequisites: 1 year of calculus and a semester of oceanography (i.e., EAS 154), or instructor's permission. C. H. Greene.

This lecture course covers the interactions of physical and biological processes in marine ecosystems. It begins by looking at these processes on a global scale and works down to the scales relevant to individual organisms. Topics include: global patterns of ocean circulation; global patterns of ocean production; climate variability and the role of the ocean in global climate change; the El Niño/Southern Oscillation; ecosystem dynamics of the open ocean and coastal environments.

EAS 352 Synoptic Meteorology (I)

Spring. 3 credits. Prerequisites: EAS 341 and concurrent enrollment in EAS 342. M. W. Wysocki.

Weather map analysis and forecasting techniques are studied by applying the principles of fluid and heat flow. This course strengthens previously introduced meteorological concepts which are applied to forecasting midlatitude synoptic scale weather systems, such as cyclones, anticyclones, jet streams, fronts, and waves.

EAS 355 Mineralogy (I)

Fall. 4 credits. Prerequisites: EAS 101 or 201 and CHEM 207 or permission of instructor. S. Mahlburg Kay.

The course covers chemical and physical properties and identification of minerals with emphasis on the rock forming minerals that

are the principal constituents of the Earth and other planets. Topics include internal and external crystallography, crystal chemistry, introductions to x-ray crystallography and optical mineralogy, and a systematic examination of the structures, chemistry, and occurrence of the rock forming minerals. Independent project includes use of electron microprobe and x-ray facilities.

EAS 356 Petrology and Geochemistry (I)

Spring. 4 credits. Prerequisite: EAS 355. R. W. Kay.

Principles of phase equilibrium as applied to igneous and metamorphic systems. Description, classification, chemistry, origin, regional distribution, and dating of igneous and metamorphic rocks. Geochemical distribution of trace elements and isotopes in igneous and metamorphic systems. The petrological evolution of the planets.

EAS 375 Sedimentology and Stratigraphy (I)

Fall. 4 credits. Prerequisite: EAS 101 or 201. J. L. Cisne.

Course covers: the formation of sedimentary rocks; depositional processes and environments; correlation of strata in relation to time and environment; petrology of sandstone and limestone; geological age determination; reconstruction of paleogeography and interpretation of earth history from stratigraphic evidence; and organization of strata in stratigraphic sequences.

EAS 388 Geophysics and Geotectonics (I)

Spring. 4 credits. Prerequisites: MATH 192 (or 112) and PHYS 208 or 213. B. L. Isacks.

Covers global tectonics and the deep structure of the solid earth as revealed by investigations of earthquakes, earthquake waves, the earth's gravitational and magnetic fields, and heat flow.

EAS 417 Field Mapping in Argentina (I)

Summer. 3 credits. Prerequisites: EAS 210 and 326; Spanish desirable, but not required. S. Mahlburg Kay.

Covers modern techniques of geological mapping applied in the region of San Juan, Argentina, including folded and faulted sedimentary rock units of the Andean Precordillera (San Juan River section), intensely deformed Precambrian metamorphic rocks of the Pampean Ranges (Pie de Palo), and shallow-level silicic intrusives (Cerro Blanco-Ullun).

EAS 434 Reflection Seismology (I)

Fall. 3 credits. Prerequisites: MATH 192 and PHYS 208, 213, or equivalent. L. D. Brown.

Fundamentals of subsurface imaging by multichannel seismic reflection techniques as used in oil exploration and geohydrological investigations. Covers survey design, acquisition, analysis, processing, and interpretation in both 2-D and 3-D. Includes discussion of related techniques such as seismic refraction analysis, tomographic inversion, vertical seismic profiling, shear wave exploration, and ground penetrating radar. Lab is keyed to state-of-the-art seismic processing, modeling and interpretation software from LandMark.

EAS 435 Statistical Methods in Meteorology and Climatology (I)

Fall. 3 credits. Prerequisites: an introductory course in statistics (e.g., AEM 210) and calculus. D. S. Wilks.

Covers: statistical methods used in climatology, operational weather forecasting, and selected meteorological research applications; some statistical characteristics of meteorological data, including probability distributions and correlation structures; operational forecasts derived from multiple regression models, including the MOS system; forecast verification techniques and scoring rules; and time series analysis, EOFs, and other research topics as time permits.

EAS 437 Geophysical Field Methods (I)

Fall. 3 credits. Prerequisite: PHYS 213 or 208, or permission of instructor.

L. D. Brown.

Introduction to field methods of geophysical exploration, especially as applied to environmental issues. Emphasis is on seismic, ground penetrating radar, gravity, and magnetic techniques. Field surveys carried out at the beginning of the semester are analyzed and interpreted.

[EAS 447 Physical Meteorology (I)]

Fall. 3 credits. Prerequisites: 1 year each of calculus and physics. Offered alternate years. Not offered 2002–2003.

A. T. DeGaetano.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include composition and structure of the atmosphere, atmospheric optics, acoustics and electricity, microphysical cloud processes, and principles of radar probing of the atmosphere.]

EAS 451 Synoptic Meteorology II (I)

Fall. 3 credits. Prerequisites: EAS 341 and 342. S. J. Colucci.

Structure and dynamics of large-scale, mid-latitude weather systems, such as cyclones, anticyclones, and waves, with consideration of processes that contribute to temperature changes and precipitation are covered. Laboratory sessions involve real-time weather forecasting and the computer application of a numerical model of the atmosphere to study selected large-scale, mid-latitude weather events.

[EAS 453 Advanced Petrology (I)]

Fall. 3 credits. Prerequisite: EAS 356. Offered alternate years. Not offered 2002–2003. R. W. Kay.

Course topics include: magmas and metamorphism in the context of plate tectonics; major and trace element chemistry and phase petrology as monitors of the creation and modification of igneous rocks; and temperature and stress in the crust and mantle and their influence on reaction rates and textures of metamorphic rocks. Application of experimental studies to natural systems.]

EAS 454 Advanced Mineralogy (I)

Spring. 3 credits. Prerequisite: EAS 355 or permission of instructor. Offered alternate years. S. Mahlburg Kay.

Course covers: crystallography and crystal chemistry of minerals and the methods of their study. Includes X-ray diffraction, optical methods, computer simulation of crystal structures. Emphasis is on effects of high pressures and temperatures with implications for understanding the Earth's interior.

[EAS 455 Geochemistry (I)]

Fall. 4 credits. Prerequisites: CHEM 207 and MATH 192 or equivalent. Recommended: EAS 356. Offered alternate years. Not offered 2002–2003. W. M. White.

Looks at the Earth from a chemical perspective. Covers: the formation of the elements; cosmochemistry; chemical evidence regarding the formation of the Earth and solar system; trace-element geochemistry; isotope geochemistry; geochemical thermodynamics and kinetics; chemical evolution of the crust, mantle, and core; weathering and the chemistry of natural waters; chemistry of rivers and the oceans; hydrothermal systems and ore deposition.]

[EAS 456 Mesoscale Meteorology (I)]

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor. Offered alternate years. Not offered 2002–2003. S. J. Colucci.

Covers the structure and dynamics of mid-latitude mesoscale weather systems such as fronts, jets, squall lines, convective complexes, precipitation bands, downslope windstorms, mountain breezes, sea breeze circulations, and lake effect snowstorms. The course also considers tropical weather systems and mesoscale modeling.]

EAS 457 Atmospheric Air Pollution (I)

Fall. 3 credits. Prerequisites: EAS 341 or 1 course in thermodynamics, and 1 semester of chemistry, or permission of instructor. Offered alternate years. M. W. Wysocki.

Course examines sources, effects, transport, measurement, and controls of air pollution. The basic principles in each area are discussed with an emphasis on their local, regional, and global impacts.

EAS 458 Volcanology (I)

Fall. 3 credits. Prerequisite: EAS 356 or equivalent. Offered alternate years. R. W. Kay and W. M. White.

Considers the causes of volcanism, melting in the Earth, and the origin of magmas. Topics include: physical volcanology, nature and types of volcanic eruptions and associated deposits, eruption mechanisms; volcanic plumbing systems, magma chamber processes, evolution of magma; volcanism and impact phenomena in the solar system; volcanic hazard assessment and volcano monitoring; and ore deposits associated with volcanism.

EAS 462 Marine Ecology (also BIOEE 462) (I)

Spring. 3 credits. Limited to 75 students. Prerequisite: BIOEE 261. Offered alternate years. C. D. Harvell, C. H. Greene.

Lectures and discussion focus on current research in broad areas of marine ecology with an emphasis on processes unique to marine systems. A synthetic treatment of multiple levels of organization in marine systems including organismal, population, community, ecosystems, and evolutionary biology. Examples are drawn from all types of marine habitats including polar seas, temperate coastal waters, and tropical coral reefs.

EAS 475 Special Topics in Oceanography

Fall, spring, summer. 2–6 var. credits. Prerequisites: one semester of oceanography, and permission of instructor. C. H. Greene.

Undergraduate instruction and participation in advanced areas of oceanographic research.

Topics change from term to term. Contact instructor for further information.

EAS 476 Sedimentary Basins: Tectonics and Mechanics (I)

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. T. E. Jordan.

Covers subsidence of sedimentary basins from the point of view of plate tectonics and geomechanics. Topics include: interactions of subsidence, sediment supply, and environmental characteristics in development of stratigraphic sequences; stratigraphic characteristics of active-margin, passive-margin, and cratonic basins; and geophysical and stratigraphic modeling; sequence stratigraphy. Modern and ancient examples are used.

[EAS 478 Advanced Stratigraphy (I)]

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. Not offered 2002–2003. T. E. Jordan.

Modern improvements on traditional methods of the study of ages and genetic relations among sedimentary rocks, emphasizing 3-D relationships. Techniques and applications of sequence stratigraphy at scales ranging from beds to entire basins. Physical correlation, dating techniques, and time resolution in sedimentary rocks. Physical controls on the stratigraphic record. Numerical modeling.]

[EAS 479 Paleobiology (also BIOEE 479) (I)]

Fall. 4 credits. Prerequisites: 1 year of introductory biology and either BIOEE 274, 373, EAS 375, or permission of instructor. Offered alternate years; not offered 2002–2003. W. Allmon.

A survey of the major groups of organisms and their evolutionary histories. Intended to fill out the biological backgrounds of earth and atmospheric sciences students concerning the nature and significance of the fossil record for their respective studies.]

EAS 481 Senior Survey of Earth Systems (I)

Spring. 3 credits. Limited to seniors majoring in geological science. J. M. Bird.

Survey course that integrates undergraduate course work, intended to enhance overall understanding of geological sciences. Emphasis on current models of earth's dynamic systems (e.g., global climate change; mantle evolution). Includes guest lecturers; synthesis and review literature; scientific literature readings; discussions; student presentations.

EAS 483 Environmental Biophysics (also CSS 483) (I)

Spring. 3 credits. Prerequisites: EAS/CSS 260 or equivalent, or permission of instructor. Offered alternate years. S. J. Riha.

Introduction to basic principles of energy and mass transfer and storage in soil-plant systems. Topics include: energy budgets, soil heat flow, water movement in saturated and unsaturated soils, evapotranspiration, water, gas, and nutrient dynamics in the soil-plant-atmosphere continuum. Applications to agronomic and environmental problems and instrument design and use are considered through discussion and problem sets.

EAS 487 Introduction to Radar and Remote Sensing (also ECE 487)

Fall. 3 credits. Prerequisites: PHYS 208 or 213 or equivalent. D. L. Hysell.

Course on the fundamentals of radar, antennas, and remote sensing. Students are exposed to the principles underlying the analysis and design of antennas used for communication and for radar-related applications. They also encounter both a mathematical and a practical description of how radars function, how their performance can be optimized for different applications and how signals acquired by them can be processed. The objective is to familiarize students with a wide variety of radars rather than turn them into practicing radar engineers. Each topic is developed from basic principles so students with a wide variety of backgrounds will be able to take the course. Emphasis is placed on radar applications in geophysics, meteorology and atmospheric sciences, astronomy and space sciences. Radar remote sensing of the Earth from spacecraft receives special attention.

EAS 491-492 Undergraduate Research

Fall, spring. 1-4 credits. Staff. (R. W. Kay, coordinator.)

Introduction to the techniques and philosophy of research in the earth sciences and an opportunity for undergraduates to participate in current staff research projects. Topics chosen in consultation with, and guided by, a staff member. A short written report is required, and outstanding projects are prepared for publication.

EAS 496 Internship experience

Fall or spring. 1-2 credits. S-U grades only.

EAS 497 Individual Study in Atmospheric Science

Fall or spring. 1-6 credits. S-U grades optional. Students must register with an Independent Study form.

Topics are arranged at the beginning of the term for individual study or for group discussions.

EAS 498 Teaching Experience

Fall or spring. 1-5 credits. S-U grades only. Students must register with an Independent Study form.

Teaching experience is obtained by assisting in the instruction of an atmospheric science course.

EAS 499 Undergraduate Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades only. Students must register with an Independent Study form.

Independent research on current problems in atmospheric science.

EAS 500 Design Project in Geohydrology

Fall, spring. 3-12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over 2 or more semesters. L. M. Cathles.

The project may address one of the many aspects of groundwater flow and contamination and must involve a significant geological component and lead to concrete recommendations or conclusions of an engineering nature. Results are presented orally and in a professional report.

EAS 502 Case Histories in Groundwater Analysis

Spring. 4 credits. L. M. Cathles.

Groundwater flow in a specific area, such as a proposed nuclear-waste disposal site, is analyzed in depth. Geological and resource data on the area are presented early in the course. Then the material is analyzed by students working as an engineering analysis team. Each student makes a weekly progress report and writes part of a final report. Results are presented in a half-day seminar at the end of term.

[EAS 622 Advanced Structural Geology I

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. Not offered 2002-2003.

R. W. Allmendinger.

Stress-strain theory and application. Advanced techniques of structural analysis. Topics include finite and incremental strain measurement; microstructure, preferred orientation, and TEM analysis; pressure solution and cleavage development; and experimental deformation. Applications to deformation of unconsolidated sediments, brittle and brittle-ductile deformation of supracrustal strata, and ductile deformation of high-grade metamorphic rocks. Kinematic analysis of shear zones and folds in these regimes.]

EAS 624 Advanced Structural Geology II

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. R. W. Allmendinger.

Geometry, kinematics, and mechanics of structural provinces. Concentration on thrust belts, rift provinces, or strike-slip provinces. Techniques of balanced cross sections.

EAS 628 Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor. J. M. Bird.

A seminar course in which students study specific geologic topics of an orogenic belt selected for study during the term. The course is intended to complement EAS 681.

EAS 634 Advanced Geophysics I: Fractals and Chaos in Geology and Geophysics

Fall. 3 credits. Prerequisite: EAS 388 or permission of instructor. Offered alternate years. D. L. Turcotte.

Topics include: definitions of fractal sets and statistical fractals, scale invariance, self-affine fractals, multifractals, applications to fragmentation, seismicity and tectonics, petroleum distribution and reserves, ore grade and tonnage, drainage networks and landforms, and floods and droughts. Definitions of chaos and self-organized criticality, renormalization groups, diffusion limited aggregation and percolation clusters, wavelet transforms, applications to mantle convection, the earth's dynamo, and distributed seismicity.

[EAS 636 Advanced Geophysics II: Quantitative Geodynamics

Spring. 3 credits. Prerequisite: EAS 388 or permission of instructor. Offered alternate years. Next offered 2003-2004.

D. L. Turcotte.

Stress and strain in the earth, elasticity and flexure, heat transfer, gravity, fluid mechanics, rock rheology, faulting, chemical geodynamics, flow in porous media.]

EAS 641 Analysis of Biogeochemical Systems

Spring. 3 credits. Prerequisite: MATH 293 or permission of instructor. Offered alternate years. L. A. Derry.

Dynamics of biogeochemical systems. Kinetic treatment of biogeochemical cycles. Box

models, residence time, response time. Analytical and numerical solutions of model systems. Eigen-analysis of linear systems. Feedback and nonlinear cases, problems of uncertainties in natural systems. Modeling software such as Stella II and Matlab; applications to current research of participants or from recent literature.

EAS 651 Atmospheric Physics (also ASTRO 651)

Fall. 3 credits. Prerequisite: a good background in undergraduate calculus and physics is required. Offered alternate years. K. H. Cook, P. J. Gierasch, S. J. Colucci.

A survey of the fundamental physical processes in atmospheres. Topics include thermodynamics of atmospheric gases, moist effects, hydrostatics, convective instability, atmospheric radiation and radiative heating, radiative-convective equilibrium, clouds, cloud microphysics, and precipitation processes. Thermal structure and greenhouse effects on the Earth and other planets are discussed. The course is taught at the level of *Fundamentals of Atmospheric Physics* by Salby.

EAS 652 Advanced Atmospheric Dynamics (also ASTRO 652)

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor.

Offered alternate years. S. J. Colucci, P. J. Gierasch.

Course topics include: quasigeostrophic theory, atmospheric waves, hydrodynamic instability, the general circulation of the atmosphere, and topics selected from among numerical weather prediction and tropical, mesoscale, and middle atmosphere processes according to student interest.

EAS 656 Isotope Geochemistry

Spring. 3 credits. Open to undergraduates.

Prerequisite: EAS 455 or permission of instructor. Offered alternate years.

W. M. White.

Course topics include: nucleosynthetic processes and the isotopic abundances of the elements; geochronology and cosmochronology using radioactive decay schemes, including U-Pb, Rb-Sr, Sm-Nd, K-Ar, U-series isotopes, and cosmogenic isotopes such as ^{14}C and ^{36}Cl ; use of radiogenic and stable isotopes in petrology and their application to study of the evolution of the crust and mantle; isotopic evidence regarding the formation of the Earth and the solar system; and stable isotopes and their use in geothermometry, ore petrogenesis, paleontology, and the global climate system.

EAS 666 Applied Multivariate Statistics

Spring. 3 credits. Prerequisites: multivariate calculus, matrix algebra, and two previous courses in statistics. Offered alternate years. D. S. Wilks.

Statistical techniques for multivariable data. Topics include multivariate EDA, the multivariate normal distribution, parametric and nonparametric inference about multivariate means, principal component analysis, canonical correlation analysis, discriminant analysis and cluster analysis. Geophysical applications are emphasized, using primarily atmospheric and oceanographic data as examples, but the development is general enough to be of broader interest.

[EAS 675 Modeling the Soil-Plant-Atmosphere System (also CSS 675)]

Spring. 3 credits. Prerequisites: EAS/CSS 483 or equivalent. Offered alternate years. Not offered 2002–2003. S. J. Riha.

Introduction to the structure and use of soil-plant-atmosphere models. Topics covered include modeling plant physiology, morphology, and development; potential crop production and crop production limited by moisture and nutrient availability; plant-plant competition; and land surface processes as well as model data requirements, validation, and scale. Use of soil-plant-atmosphere models for teaching, research, extension, and policy formation is discussed.]

EAS 692 Special Topics in Atmospheric Science

Fall or spring. 1–6 credits. S-U grades optional.

Study of topics in atmospheric science that are more specialized or different from other courses. Special topics covered depend on staff and student interests.

EAS 695 Computer Methods in Geological Sciences

Fall, spring. 3 credits. L. Brown, B. L. Isacks.

Independent research projects using state-of-the-art computational resources in the Department of Earth and Atmospheric Sciences. Possibilities include image and seismic processing, seismic and geomechanical modeling, GIS, use of interpretational workshops for 3-D seismic and satellite imagery, modeling fluid flow through complex media.

EAS 700–799 Seminars and Special Work

Fall, spring. 1–3 credits. Prerequisite: permission of instructor. Staff.

Advanced work on original investigations in earth and atmospheric sciences. Topics change from term to term. Contact appropriate professor for more information.

EAS 711 Upper Atmospheric and Space Physics

D. L. Hysell.

EAS 722 Advanced Topics in Structural Geology

R. W. Allmendinger.

EAS 731 Plate Tectonics and Geology

J. M. Bird.

EAS 733 Fractals and Chaos—Independent Studies

D. L. Turcotte.

[EAS 737 Climate Dynamics of the Tropics]

Fall. 2 credits. Prerequisites: coursework in atmospheric dynamics at the graduate level. Not offered 2002–2003. K. H. Cook.]

EAS 751 Petrology and Geochemistry

R. W. Kay.

EAS 755 Advanced Topics in Petrology and Tectonics

J. M. Bird.

EAS 757 Current Research in Petrology and Geochemistry

S. Mahlburg Kay.

EAS 762 Advanced Topics in Paleobiology

W. D. Allmon.

EAS 771 Advanced Topics in Sedimentology and Stratigraphy

T. E. Jordan.

EAS 773 Paleobiology

J. L. Cisne.

EAS 775 Advanced Topics in Oceanography

Spring. C. H. Greene.

EAS 780 Earthquake Record Reading

Fall. M. Barazangi.

EAS 781 Advanced Topics in Exploration Geophysics

L. D. Brown.

EAS 783 Advanced Topics in Geophysics

B. L. Isacks.

EAS 789 Advanced Topics in Seismology

L. D. Brown.

EAS 793 Andes-Himalayas Seminar

S. Mahlburg Kay, R. W. Allmendinger, B. L. Isacks, T. E. Jordan.

EAS 795 Low Temperature Geochemistry

L. A. Derry.

EAS 796 Geochemistry of the Solid Earth

W. M. White.

EAS 797 Fluid-Rock Interactions

L. M. Cathles.

EAS 799 Soil, Water, and Geology Seminar

L. M. Cathles, T. S. Steenhuis.

EAS 850 Master's-Level Thesis Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students specifically in the master's program in atmospheric science.

EAS 950 Graduate-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students in the atmospheric science Ph.D. program *only before* the "A" exam has been passed.

EAS 951 Doctoral-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students admitted to candidacy in the atmospheric science Ph.D. program *after* the "A" exam has been passed.

EAST ASIA PROGRAM

140 Uris Hall

J. Whitman, director; D. Boucher, M. Brinton, R. Bullock, A. Carlson, P. Chi, S. G. Cochran, B. de Bary, G. Fields, E. M. Gunn, T. Hahn, S. Hoare, P. J. Katzenstein, J. V. Koschmann, V. Kotas, J. M. Law, T. P. Lyons, R. McNeal, V. Nee, A. Pan, C. A. Peterson, J. R. Piggott, N. Sakai, P. S. Sangren, M. Shin, Y. Shirai, V. B. Shue, J. J. Suh, R. J. Suckle, K. W. Taylor, H. Wan, D. X. Warner, T. Yoda, Emeritus: R. Barker, K. W. Brazell, E. H. Jorden, L. C. Lee, J. McCoy, T. L. Mei, R. J. Smith, M. W. Young

The East Asia Program draws together faculty from departments and fields throughout the university who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through departments in the humanities and social sciences, as well as in the fields of business, city and regional planning, international and comparative labor relations, and rural sociology. The Department of Asian Studies offers language courses in Mandarin, Cantonese, Korean, and Japanese, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. or an M.A./Ph.D. in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. Graduate students concentrating on East Asia may apply for a variety of fellowships and travel grants offered by the East Asia Program. The formal program of study is enriched by numerous events and extracurricular activities, including films, workshops, art exhibits, lectures, symposia, and cultural and artistic performances on East Asia. With over a half million holdings in Chinese, Japanese, Korean, and western languages, the Wason Collection in Kroch Library is a major national resource for research on East Asia. A 5,000 piece collection representing the full range of Chinese, Japanese, and Korean art may be seen at the George and Mary Rockwell Galleries in the Herbert F. Johnson Museum of Art.

ECONOMICS

V. Possen, chair; R. Masson, graduate field representative; T. Lyons, director of undergraduate studies; K. Basu, L. Blume, R. Burkhauser, S. Coate, T. E. Davis, D. Easley, R. Ehrenberg, G. Fields, R. Frank, G. Hay, Y. Hong, R. Kanbur, N. Kiefer, T. Lyons, P. D. McClelland, M. Majumdar, O. Melnikov, T. Mitra, T. O'Donoghue, S. Ortigueira, K. Park, A. Razin, D. Sahn, R. E. Schuler, K. Shell, G. Staller, S. Subramanian, M. Urquiola, T. Vogelsang, H. Y. Wan, Jr., Y. Wen, J. Wissink, T. Zhu. Emeritus: W. Isard, A. Kahn, E. Thorbecke, J. Vanek

The study of economics provides an understanding of the way economies operate and an insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking; international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

Social Science Distribution Requirement

The microeconomics distribution requirement can be fulfilled with any of the following:

ECON 101, ECON 301, or ECON 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

ECON 102, ECON 302, or ECON 314.

The Major

Prerequisites

ECON 101 and 102 and MATH 111 (or equivalents, with approval of the director of undergraduate studies), all with grades of C or better.

ECON 301 with a grade of C or better substitutes for 101; ECON 302 with a grade of C or better substitutes for 102.

Requirements

Eight courses listed by the Department of Economics at the 300 level or above, or approved by the student's major adviser, all with grades of C- or better. (S-U grade option is not allowed.)

These eight courses must include:

- (1) ECON 313 and 314
- (2) ECON 321, or ECON 319 and 320
- (3) at least three courses from the following: 318, 320, 322-99, 467

ECON 301 with a grade of B or better substitutes for both 101 and 313; ECON 302 with a grade of B or better substitutes for both 102 and 314.

If ECON 321 is applied toward the major, neither 319 nor 320 can be applied.

ECON 498 and 499 *cannot* be counted toward the eight-course requirement.

If ECON 313 is applied to the major, ECON 301 cannot be.

If ECON 314 is applied to the major, ECON 302 cannot be.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in Economics should select ECON 319-320 rather than 321 and should consider including some of the following courses in their majors:

ECON 416, Intertemporal Economics

ECON 419, Economic Decisions under Uncertainty

ECON 445-446, Topics in Microeconomic and Macroeconomic Analysis

ECON 467, Game Theory.

Students planning careers in business management should consider including some of the following courses in their majors:

ECON 333, Financial Economics

ECON 351 or 352, Industrial Organization

ECON 361-362, International Trade and Finance

ECON 440-41, Analysis of Agricultural Markets and Commodity Futures Markets.

ECON 443, Personnel Economics for Managers

In addition to completing the Economics major, such students should also consider courses in accounting and subjects such as finance, marketing, entrepreneurship, business administration, and business law. Courses in these subjects are offered by the Department of Applied Economics and Management; the School of Hotel Administration; and the Johnson Graduate School of Management.

Students planning to attend Law School should consider including some of the following courses in their majors:

ECON 351 or 352, Industrial Organization

ECON 361-362, International Trade and Finance

ECON 404, Economics and the Law.

In addition to completing the Economics major, such students should inquire at Career Services, College of Arts and Sciences, concerning recommended courses offered by other departments.

Courses

ECON 101 Introductory Microeconomics (III)

Fall, spring, winter, and summer. 3 credits.

ECON 101 is not a prerequisite for 102.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, who receives income, and how the price system is modified and influenced by private organizations and government policy.

ECON 102 Introductory Macroeconomics (III)

Fall, spring, winter, and summer. 3 credits.

ECON 101 is not a prerequisite for 102.

Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

ECON 230 International Trade and Finance (III)

For description, see AEM 230.

ECON 301 Microeconomics (III)

Fall. 4 credits. Prerequisite: calculus.

Intended for students with strong analytical skills who have not taken ECON 101, 102. Can be used to replace both ECON 101 and 313. (Can replace 313 only with grade of B or better.) This course covers the topics taught in ECON 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

ECON 302 Macroeconomics (III)

Spring. 4 credits. Prerequisite: ECON 301.

Intended for students with strong analytical skills who have not taken ECON 101, 102. Can be used to replace both ECON 102 and 314. This course covers the topics taught in ECON 102 and 314. (Can replace 314 only with grade of B or better.) An introduction to the theory of national income determination, unemployment, growth, and inflation.

ECON 307 Introduction to Peace Science (also CRP 495.18) (III)

Winter session. 4 credits. Prerequisites:

ECON 101-102 or permission of instructor.

Introduction to the theories of and research on conflict resolution. Topics include conflict, its role and impact on society; theories of aggression and altruism; causes of war; game theory; conflict management procedures and other analytical tools and methods of peace science; and alternatives to war.

ECON 313 Intermediate Microeconomic Theory (III)

Fall, spring, and summer. 4 credits.

Prerequisites: ECON 101-102 and calculus.

The pricing processes in a private enterprise economy are analyzed under varying competitive conditions, and their role in the

allocation of resources and the functional distribution of national income is considered.

ECON 314 Intermediate Macroeconomic Theory (III)

Fall, spring, and summer. 4 credits.

Prerequisites: ECON 101-102 and calculus.

The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models to empirical aggregate economic data is examined.

ECON 319 Introduction to Statistics and Probability (II)

Fall. 4 credits. Prerequisites: ECON 101-102 and MATH 111-112.

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

ECON 320 Introduction to Econometrics (II)

Spring. 4 credits. Prerequisites: ECON 101-102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

ECON 321 Applied Econometrics (II)

Fall and spring. 4 credits. Prerequisites: ECON 101-102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

ECON 322 World Economic History # (III)

Spring. 4 credits. Prerequisites: ECON 101 and 102 or the equivalent.

An economist's perspective on the comparative evolution of selected economic and social institutions, with emphasis on trade, finance, population growth and technological change.

ECON 323 American Economic History # (III)

Fall. 4 credits. Prerequisites: ECON 101-102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

ECON 324 American Economic History # (III)

Spring. 4 credits. Prerequisites: ECON 101-102 or equivalent.

A survey of problems in American economic history from the Civil War to World War I.

ECON 331 Money and Credit (III)

Fall. 4 credits. Prerequisites: ECON 101-102 and 314.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

ECON 333 Financial Economics (III)

Spring. 4 credits. Prerequisites: ECON 313 and 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

ECON 335 Public Finance: The Microeconomics of Government (III)

Fall. 4 credits. Prerequisites: ECON 101–102 and 313, or their equivalent, and one semester of calculus.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature vary from term to term.

ECON 336 Public Finance: Resource Allocation and Fiscal Policy (III)

Spring. 4 credits. Prerequisites: ECON 101–102, 313 or their equivalent and 1 semester of calculus.

This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health care, education, the hierarchy of governmental structure, plus a variety of applied problems.

ECON 339 State and Local Public Finance (III)

Spring. 4 credits. Prerequisites: ECON 313.

This course examines the role of subnational governments and jurisdictions in the economy. Among the broad questions addressed are: what tasks are optimally assigned to local governments? What impact can such assignment have on efficiency and equity? How do inter-government financial relations affect these outcomes? The theory and evidence on these issues are analyzed, with frequent application to current issues, like debates surrounding local, school district-based provision of education.

ECON 341 Economics of Wages and Employment II (III)

For description, see ILRLE 440.

ECON 351 Industrial Organization I (III)

Fall. 4 credits. Prerequisite: ECON 313 or its equivalent.

This course examines markets with only a few firms (i.e., oligopolies), and the primary focus is the strategic interactions between firms. Topics include static competition in oligopolies, cartels and other forms of collusive behavior, competition between firms producing differentiated products, entry behavior, R&D behavior, and government interventions in oligopoly industries (e.g., antitrust laws).

ECON 352 Industrial Organization II (III)

Spring. 4 credits. Prerequisite: ECON 313 or its equivalent.

This course primarily focuses on the pricing decisions of firms. The course does not consider the strategic response of other firms to these pricing decisions. The pricing decisions include price discrimination, commodity bundling, pricing a product line and pricing a durable good. In addition to pricing decisions, the course considers topics associated with private information such as adverse selection, signaling, and moral hazard.

Numerous theoretical models are presented and empirical results are discussed.

ECON 354 The Economics of Regulation (III)

Fall. 4 credits. Prerequisite: ECON 313 or equivalent.

Regulation constrains individual and institutional behavior. These interfaces between the private and public sectors are explored in terms of their rationale, efficacy, and economic consequences. Regulation is examined as a system of incentives that guides the development and efficient functioning of markets, that moulds the behavior of regulated industries like utilities and that elicits socially desirable levels of pollution, congestion, risk and benefits from externality-generating activities. How the various professions (law, accounting and engineering) view and address these challenges are examined in light of their economic effects.

ECON 361 International Trade Theory and Policy (III)

Fall. 4 credits. Prerequisites: ECON 101–102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

ECON 362 International Monetary Theory and Policy (III)

Spring and summer. 4 credits. Prerequisites: ECON 101–102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

ECON 367 Game Theoretic Methods (III)

Spring. 4 credits. Prerequisites: ECON 101 or equivalent.

This course introduces students to the use of game-theoretic methods for the social sciences. This leads to an analysis of the social and political foundations of economics which prepares students to think strategically on social and economic matters and thus serve as a background for more advanced courses in economics, game theory, and related social sciences.

ECON 371 Economic Development (III)

Fall. 4 credits. Prerequisites: ECON 313 or equivalent.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

ECON 372 Applied Economic Development (III)

Spring. 4 credits. Prerequisite: ECON 101–102.

This course examines several special topics in the economics of developing countries. Among the topics covered recently are the concepts of development and underdevelop-

ment, the debate over development economics, the peasant household and its place in the world economy, the debt crisis, the state vs. market debate and the role of the state in economic development, and the question of sustainable development.

ECON 404 Economics and the Law (III)

Fall. 4 credits. Prerequisite: ECON 101.

An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

ECON 408 Production Economics and Policy (III)

For description, see AEM 608.

ECON 409 Environmental Economics (III)

For description, see AEM 451.

ECON 415 Price Analysis (III)

For description, see AEM 415.

[ECON 416 Intertemporal Economics (III)]

Spring. 4 credits. Prerequisites: ECON 313. Not offered 2002–2003.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics covered: (1) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (2) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (3) growth, exhaustible resources; pollution and conservation; discussion of the trade-offs facing a society.)

ECON 417 History of Economic Analysis # (III)

Fall or spring. 4 credits. Prerequisites:

ECON 101–102 or permission of instructor.

Covers early writings in economics and their relationship to current economic analysis and policy issues. Examples include: ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's *Wealth of Nations* but the emphasis is on the relationship between the precursors of Adam Smith and his *Wealth of Nations* to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.

[ECON 419 Economic Decisions under Uncertainty (III)]

Fall. 4 credits. Prerequisites: ECON 313 and 319. Not offered 2002–2003.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.)

ECON 420 Economics of Family Policy—Adults

ECON 420 and 421 together, count as 1 course for the Economics major.

For description, see PAM 320.

ECON 421 Economics of Family Policy—Children

ECON 420 and 421 together, count as one course for the Economics major.
For description, see PAM 321.

ECON 425 Economic History of Latin America @ # (III)

Spring. 4 credits.
A survey of changing economic institutions and policies from pre-Columbian to modern times.

ECON 430 Policy Analysis: Welfare Theory, Agriculture, and Trade (III)

For description, see AEM 630.

ECON 440 Analysis of Agricultural Markets

ECON 440 and 441 together, count as one course for the Economics major.
For description, see AEM 640.

ECON 441 Commodity Futures Markets

ECON 440 and 441 together, count as one course for the Economics major.
For description, see AEM 641.

ECON 443 Personnel Economics for Managers

For description, see ILRLE 433.

ECON 444 Modern European Economic History

For description, see ILRLE 444.

ECON 445 Topics in Microeconomic Analysis—Markets and Planning (III)

Fall. 4 credits. Prerequisites: ECON 313.
This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include: How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? How can economic planning be decentralized efficiently? This course serves two purposes: to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut fashion, and how to follow up logical implications sequentially to the conclusion.

[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead? (III)]

Fall or spring. 4 credits. Prerequisites: ECON 314. Not offered 2002-2003.
The coverage of this course may vary from term to term. Presently, the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We review critically critiques to Keynesian theory.]

ECON 447 Economics of Social Security (III)

For description, see CEH 346.

ECON 450 Resource Economics (III)

For description, see ARME 450.

ECON 451 Economic Security (III)

For description, see ILRLE 340.

ECON 453 The Economics of Unemployment (III)

For description, see ILRLE 348.

ECON 454 Special Topics in Labor Economics

For description, see ILRLE 440.

ECON 455 Income Distribution (III)

For description, see ILRLE 441.

ECON 456 The Economics of Employee Benefits (III)

For description, see ILRLE 442.

ECON 457 Women in the Economy (III)

For description, see ILRLE 445.

ECON 458 Topics in Twentieth-Century Economic History (III)

For description, see ILRLE 448.

ECON 459 Economic History of British Labor 1750-1940 (III)

For description, see ILRLE 446.

ECON 460 Economic Analysis of the Welfare State (III)

For description, see ILRLE 642.

ECON 461 The Economics of Occupational Safety and Health (III)

For description, see ILRLE 644.

ECON 464 Economics of Agricultural Development (III)

For description, see AEM 464.

ECON 465 Food and Nutrition Policy (III)

For description, see AEM 665.

ECON 467 Game Theory (III)

Fall. 4 credits. Prerequisites: ECON 313 and 319.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).

ECON 468 Economic Problems of Latin America @ (III)

Spring. 4 credits. Prerequisites: ECON 101-102.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.

ECON 469 China's Economy under Mao and Deng @ (III)

Fall. 4 credits. Prerequisites: ECON 101-102 or permission of instructor.

Examines the development of the Chinese economy and the evolution of China's economic system between 1949 and the early 1990s.

ECON 471 The Economies of the Former Soviet Union and of Central Europe: From Central Planning to Markets (III)

Fall. 4 credits. Prerequisites: ECON 101, 102.

The course introduces first the basic features of a centrally planned economy and proceeds to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis extends to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary

historical background, the course proceeds to current attempts to move away from Socialist central planning and its legacies to market economy, privatization, and independence.

ECON 472 Comparative Economic Systems: East and West (III)

Fall. 4 credits. Prerequisites: ECON 101-102.

The course develops first a framework for studying economic systems and national economies and presents three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course considers economic goals to be achieved (such as growth, stability, and productivity) and introduces quantitative measures used in the evaluation of the performance. Thirdly, comparative studies of selected national economies representing the models are carried out.

ECON 473 Economics of Export-Led Development @ (III)

Spring. 4 credits. Prerequisites: ECON 313, 314, or their equivalent.

This course examines the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration is on experiences within the West Pacific Rim.

ECON 474 National and International Food Economics (III)

For description, see NS 457.

ECON 475 The Economy of India @ (III)

Fall. 4 credits. Prerequisite: ECON 101-102 or equivalent background.

This course presents the major economics and development problems of contemporary India and examines the country's future economic prospects. It is, however, our aim to discuss these problems in their proper historical perspectives. Hence, the course starts with a brief outline of the social and political history of India. It then turns to a more detailed account of the economic history of India in two stages.

ECON 476 Decision Theory I (also ECON 676 and CIS 576) (III)

Fall. 4 credits.

Research on decision theory resides in a variety of disciplines including computer science, economics, game theory, philosophy, and psychology. This course attempts to integrate these various approaches. The course is taught jointly by two economists/game theorists and a computer scientist. The course has several objectives. First, we cover basic decision theory. This theory, sometimes known as "rational choice theory", is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we cover the limitations of and problems with this theory. Issues discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we cover new research designed in response to these difficulties. Issues covered include alternative approaches to the foundations of decision theory, adaptive behavior and shaping the individual decisions by aggregate/evolutionary forces. This is a two-semester course. In the fall semester the course is lecture based. Students will be required to complete several problem sets and there will be a final exam. In the spring semester there will be additional lectures as well as visiting speakers. Students will be required to

read the speakers papers and participate in discussions. In the spring semester students will be required to complete a research project.

ECON 477 Decision Theory II (also ECON 677, CIS 577) (III)

Spring. 4 credits. Prerequisite: ECON 476 or 676 or CIS 576.

For description, see ECON 476.

ECON 498 Independent Study in Economics

Fall or spring. Variable credit.
Independent study.

ECON 499 Honors Program

Fall and spring. 8 credits. Prerequisites: ECON 313, 314, 321 (or 319–320).

Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

Graduate Courses and Seminars

ECON 609 Microeconomic Theory I

Fall. 4 credits.

Topics in consumer and producer theory.

ECON 610 Microeconomic Theory II

Spring. 4 credits.

Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

ECON 611 Microeconomic Theory III

Spring. 4 credits. Prerequisites: ECON 609 and 610.

This class is a part of a three semester sequence in microeconomic theory. It provides a rigorous underpinning of partial equilibrium competitive analysis and reviews theories of non-competitive markets, including Bertrand, Cournot, and monopolistic competition. It covers the classical sources of market failure (public goods, externalities, and natural monopoly) and discusses market failures stemming from informational asymmetries. It also provides an introduction to contract theory, bargaining theory, social choice theory, and the theory of mechanism design.

ECON 613 Macroeconomic Theory I

Fall. 4 credits.

Course covers the following topics: static general equilibrium; intertemporal general equilibrium: infinitely lived agents models and overlapping generations models; welfare theorems; equivalence between sequential markets and Arrow-Debreu Markets; Ricardian proposition; Modigliani-Miller theorem; asset pricing; recursive competitive equilibrium; the Neoclassical Growth Model; calibration; and introduction to dynamic programming.

ECON 614 Macroeconomic Theory II

Spring. 4 credits.

Course covers the following topics: dynamic programming; stochastic growth; search models; cash-in-advance models; real business-cycle models; labor indivisibilities and lotteries; heterogeneous agents models; optimal fiscal and monetary policy; sustainable plans; and endogenous growth.

ECON 617 Intermediate Mathematical Economics I

Fall. 4 credits. Prerequisites: Calculus II and intermediate linear algebra.

The course covers selected topics in Matrix algebra (vector spaces, matrices, simultaneous linear equations, characteristic value problem), calculus of several variables (elementary real analysis, partial differentiation, convex analysis), classical optimization theory (unconstrained maximization, constrained maximization).

[ECON 618 Intermediate Mathematical Economics II]

Spring. 4 credits. Not offered 2002–2003.

A continuation of ECON 617, the course develops additional mathematical techniques for applications in economics. Topics covered may include study of dynamic systems (linear and nonlinear difference equations, differential equation, chaotic behavior), dynamic optimization methods (optimal control theory, nonstochastic and stochastic dynamic programming), and game theory (repeated dynamic and evolutionary games.)

ECON 619 Econometrics I

Fall. 4 credits. Prerequisites: ECON 319–320 or permission of instructor.

This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics covered include: probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics are considered in ECON 620.

ECON 620 Econometrics II

Spring. 4 credits. Prerequisite: ECON 619.

This course is a continuation of ECON 619 (Econometrics I) covering statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing; and econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

ECON 639 Public Political Economy (also CEE 528)

Spring. 4 credits. Prerequisites: ECON 313 or equivalent.

Topics covered include the intrinsic nature of goods and services, decreasing cost of production, externalities and congestion, attributes and government regulation essential for an effective market, the efficient role of government in non-market resource allocation methods, methods for inferring the demand for public goods, efficient public decision-making, the supply of public services and raising revenue through taxes and user-fees. Particular emphasis is placed on the intersection between fairness and efficiency in resolving conflicts over public good provision, including defining jurisdictions for the provision of particular services. Examples emphasize the proper provision of infrastructure services: physical (transportation, utilities, tele-information); human-capital (education and R&D); and biological (renewable resources, species diversity and the environment).

ECON 676 Decision Theory I (also CIS 576)
For description, see ECON 476.

ECON 677 Decision Theory II (also CIS 577)

For description, see ECON 477.

ECON 699 Readings in Economics

Fall or spring. Variable credit.
Independent study.

ECON 703 Seminar in Peace Science

Fall. 4 credits.

Among the topics covered at an advanced level are game theory are: coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.

ECON 710 Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: ECON 609, 610, 613, 614, 619, and 620.

This course reviews a number of techniques that have been useful in developing stochastic models of economic behavior. These include: discrete-time Markov processes, dynamic programming under uncertainty, and continuous-time diffusion processes. Examples of economic models are drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and econometric theory gain exposure to current research.

ECON 712 Advanced Macroeconomics

4 credits. Prerequisites: ECON 613, 614.

The purpose of this course is to introduce students to some of the topics and analytic techniques of current macroeconomic research. The course falls into three parts: dynamic programming, new Keynesian economics, and recent theories of economic growth. The dynamic programming section includes models of consumption, investment, and real business cycles. The new Keynesian section covers models of wage and price rigidity, coordination failure, and credit markets. The section on endogenous growth looks at recent efforts to add nonconvexities to models of optimal growth. These topics are intended to complement the material on overlapping generations covered elsewhere.

ECON 713 Advanced Macroeconomics II

Spring. 4 credits. Prerequisites: ECON 613, 614.

This course reviews the most recent research in endogenous growth theory. This theory is little more than a decade old, but it has produced a large number of both empirical and theoretical results that have substantially reshaped the general field of macroeconomics. It is perhaps no exaggeration to say that most of the work at the frontier of today's macroeconomics belongs to this field. An increasing number of papers have been touching important issues such as: learning by doing, R&D investment, market structure, private and public organization of R&D, education financing, human capital accumulation, technological unemployment, growth and business cycles, inequality and growth, political equilibrium, democracy and growth, instability, social conflict, capital accumulation, intergenerational and vested interests and barriers to technology adoption, international transfers of technologies, sustainable development, etc.

This course aims to orient the student in this large and variegated literature consisting of recently published articles and working papers. Understanding this literature is a sound training in the analytical methods used at the frontier of theoretical research, but it also provides a number of empirical results at the center of the economic debate.

ECON 717 Mathematical Economics

4 credits. Prerequisites: ECON 609-610 (or equivalent training in micro theory) and MATH 413-414 (or equivalent training in analysis).

The primary theme of this course is to explore the role of prices in achieving an efficient allocation of resources in dynamic economies. Some of the classical results on static equilibrium theory and welfare economics on attaining optimal allocation through decentralized organizations are examined through an axiomatic approach. Some basic issues on capital theory are also analyzed.

[ECON 718 Topics in Mathematical Economics]

4 credits. Not offered 2002-2003.]

ECON 719 Advanced Topics in Econometrics I

Fall. 4 credits. Prerequisites: ECON 619-620 or permission of instructor.

Covers advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

ECON 720 Advanced Topics in Econometrics II

Spring. 4 credits. Prerequisites: ECON 619-620 or permission of instructor.

For description see ECON 719.

ECON 721 Time Series Econometrics

Spring. 4 credits. Prerequisites: ECON 619-620 or permission of instructor.

This course covers traditional and current time series techniques that are widely used in econometrics. Topics include: the theory of stationary stochastic processes including univariate ARMA(p,q) models, spectral density analysis, and vector autoregressive models; parametric and semi-parametric estimation; current developments in distributional theory; and estimation and testing in models with integrated regressors including, unit root tests, cointegration, and permanent vs. transitory components.

ECON 731 Monetary Economics

Spring. 4 credits. Prerequisites: ECON 614 or permission of the instructor.

Covers advanced topics in monetary economics, macroeconomics, and economic growth—such as overlapping-generations, taxes and transfers denominated in money, transactions demand for money, multi-asset accumulation, exchange rates, and financial intermediation.

ECON 732 Monetary Economics

Fall. 4 credits. Prerequisites: ECON 731 or permission of the instructor.

Covers advanced topics in monetary economics, macroeconomics, and economic growth—such as economic volatility, the “burden” of government debt, restrictions on government borrowing, dynamic optimization, endogenous growth theory, technological evolution, financial market frictions, and cyclical fluctuations.

[ECON 735 Public Finance: Resource Allocation and Fiscal Policy (also AEM 735)]

Spring. 4 credits. Not offered 2002-2003.

This course develops a mathematical and highly analytical understanding of the role of government in market economies and the fundamentals of public economics and related issues. Topics covered include: generalizations and extensions of the fundamental theorems of welfare economics, in-depth analysis of social choice theory and the theory on implementation in economic environments, public goods and externalities and other forms of market failure associated with asymmetric information. The theoretical foundation for optimal direct and indirect taxation is also introduced along with the development of various consumer surplus measures and an application to benefit cost analysis. Topics of an applied nature vary from semester to semester depending on faculty research interests.]

ECON 736 Public Finance: Resource Allocation and Fiscal Policy

Fall. 4 credits.

This course spends a large part of the semester covering the revenue side of public finance. Topics include the impact of various types of taxes as well as the determination of optimal taxation. The impact of taxation on labor supply, savings, company finance and investment behavior, risk bearing, and portfolio choice are explored. Other topics include the interaction of taxation and inflation, tax evasion, tax incidence, social security, unemployment insurance, deficits, and interactions between different levels of government.

[ECON 737 Location Theory and Regional Analysis]

Fall. 4 credits. Prerequisites: ECON 609, 617, and Econometrics. Not offered 2002-2003.

Covers economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location patterns; patterns of regional growth and decline; and patterns of urbanization.]

ECON 738 Public Choice

Spring. 4 credits. Prerequisites: ECON 609, 610.

This class has two parts. It begins with an introduction to economic theories of political decision making. We review the theory of voting, theories of political parties and party competition, theories of legislative decision making and interest group influence. We also discuss empirical evidence concerning the validity of these theories. The second part uses these theories to address a number of issues in Public Economics. We develop the theory of political failure, analyze the performance of alternative political systems and discuss the problem of doing policy analysis which takes into account political constraints.

ECON 739 Advanced Topics in State and Local Public Finance

Spring. 4 credits. Prerequisites: ECON 609, 620.

This course provides an in-depth examination of microeconomic theory surrounding the role of subnational governments and jurisdictions in the economy. Among the broad questions

address are: What tasks are optimally assigned to local governments? What impact can such assignment have on efficiency and equity? In addition to the theoretical foundations on these issues, the course explores recent empirical evidence in this area, with particular attention to the research designs and data used in relevant papers.

ECON 741 Seminar in Labor Economics

For description see ILRL 744.

ECON 742 Seminar in Labor Economics

For description see ILRL 745.

ECON 751 Industrial Organization and Regulation

Fall. 4 credits. Prerequisites: ECON 609, 610.

This course focuses primarily on recent theoretical advances in the study of industrial organization. Topics covered include: market structure, nonlinear pricing, quality, durability, location selection, repeated games, collusion, entry deterrence, managerial incentives, switching costs, government intervention, and R&D/Patents. These topics are discussed in a game-theoretic context.

ECON 752 Industrial Organization and Regulation

Spring. 4 credits. Prerequisites: ECON 609, 610, 751.

This course rounds out some topics in the Theory of Industrial Organization with the specific intent of addressing the empirical implications of the theory. The course reviews empirical literature in the SCP paradigm and in the NEIO paradigm.

[ECON 753 Public Policy Issues for Industrial Organizations]

Spring. 4 credits. Prerequisites: ECON 609, 610, and 751. Not offered 2002-2003.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.]

ECON 756 Noncooperative Game Theory

Fall. 4 credits. Prerequisites: ECON 609-610 and 619.

This course surveys equilibrium concepts for noncooperative games. We cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis is from the strict decision-theoretic point of view, but we also survey some models of bounded rationality in games, including games played by automata.

ECON 757 Economics of Imperfect Information

Spring. 4 credits. Prerequisites: ECON 609-610 and 619.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory are discussed.

ECON 758 Psychology and Economic Theory

Fall, spring. 4 credits. Prerequisites: grad core or instructors permission.

This course explores the ways in which insights from psychology can be integrated into economic theory. Evidence is presented on how human behavior systematically departs from the standard assumptions of Economics and how this can be incorporated into modeling techniques.

ECON 760 Topics in Political Economy

Fall. 4 credits. Prerequisite: Economics graduate core or instructor's permission.

This course develops critiques and extensions of economic theory, taking into account the political and social moorings of economic activity and equilibria. The formation and persistence of social norms; the meaning and emergence of property rights; the role of policy advice in influencing economic outcomes; and the effect of political power and ideology on economic variables are studied. While these topics were popular in the classic works of political economy, recent advances in game theory and, more generally, game-theoretic thinking allows us to approach these topics from a new perspective. Hence, the course begins by devoting some lectures to elementary ideas in game-theory and strategic analysis.

ECON 761 International Economics: Trade Theory and Policy

Fall. 4 credits. Prerequisites: ECON 609, 610.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

ECON 762 International Economics: International Finance and Open Economy Macroeconomics

Spring. 4 credits. Prerequisite: ECON 761.

This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economies. Topics in monetary economics and econometrics as applied to international economics are covered.

[ECON 770 Topics in Economic Development

Not offered 2002–2003.

For description, see AEM 667.]

ECON 771 Empirical Methods for the Analysis of Household Survey Data: Applications to Nutrition, Health, and Poverty

Spring. 4 credits. Prerequisites: ECON grad core.

This course is focused on empirical methods for the analysis of household survey data. It explores the hands-on use of such data to address policy issues related to welfare outcomes, particularly nutrition, health, education, and poverty. The course covers empirical methods as they apply to a series of measurement and modeling issues, as well as the valuation of interventions. While we briefly review underlying theory, the course attempts to bridge the gap between theory and practice, addressing issues such as model identification, functional form, estimation techniques to control for endogeneity and heterogeneity, and so forth. The course grade

is based primarily on two empirical exercises, and related write-up, as well as class participation. Students are given actual household data sets and software with which to conduct exercises. These data enable students to apply analytical techniques discussed. Data sets are provided from African, Asian, and Latin American countries.

ECON 772 Economics of Development

Spring. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

ECON 773 Economic Development

Fall. 4 credits. Prerequisites: ECON 609 and 620.

The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.

ECON 774 Economic Systems

Spring. 4 credits.

The course deals with economic systems, formerly centrally planned economies, and economies in transition.

ECON 784 Seminars in Advanced Economics

Fall and spring. 4 credits.

ENGLISH

L. Brown, chair; B. Correll, director of undergraduate studies (255–3492); R. Gilbert, director of graduate studies (255–7989); H. S. McMillin, director of honors program; J. Adams, A. Boehm, F. Bogel, L. Bogel, M. P. Brady, C. Chase, J. Culler, S. Davis, E. DeLoughrey, L. Donaldson, L. Fakundiny, R. Farrell, D. Fried, A. Fulton, A. Galloway, K. Gottschalk, E. Hanson, L. Herrin, T. Hill, M. Hite, P. Janowitz, B. Jeyifo, C. Kaske, M. Koch, D. Mao, B. Maxwell, D. McCall, K. McClane, M. McCoy, M. K. McCullough, S. Mohanty, R. Morgan, T. Murray, R. Parker, J. Porte, M. Raskolnikov, N. Saccamano, S. Samuels, P. Sawyer, D. Schwarz, H. Shaw, S. Siegel, H. Spillers, G. Teskey, S. Vaughn, H. Viramontes, N. Waligora-Davis, W. Wetherbee, S. Wong.
Emeriti: M. H. Abrams, B. Adams, J. Bishop, J. Blackall, A. Caputi, D. Eddy, R. Elias, M. Jacobus, A. Lurie, P. Marcus, J. McConkey, D. Mermin, S. Parrish, M. Radzinowicz, E. Rosenberg, S. C. Strout.

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film analysis. Literature courses focus variously on close reading of texts, study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical contexts and to other disciplines. Writing courses typically employ the workshop method in which students develop their skills by responding to the

criticism of their work by their classmates as well as their instructors. Many students supplement their formal course work in English by attending public lectures and poetry readings sponsored by the department or by writing for campus literary magazines. The department seeks not only to foster critical analysis and lucid writing but also to teach students to think about the nature of language and to be alert to both the rigors and the pleasures of reading texts of many sorts.

First-Year Writing Seminars

As part of the university-wide First-Year Writing Seminars program administered by the John S. Knight Institute for Writing in the Disciplines, the department offers many one-semester courses dealing with various forms of writing (e.g. narrative, autobiographical, and expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may apply any of these courses to their First-Year Writing Seminar requirement. Detailed course descriptions may be found in the First-Year Writing Seminars program listings, available from college registrars in August for the fall term and in November for the spring term.

Freshmen interested in majoring in English are encouraged to take at least one of the department's 200-level First-Year Writing Seminars: "The Reading of Fiction" (ENGL 270), "The Reading of Poetry" (ENGL 271), and "Introduction to Drama" (ENGL 272). These courses are open to all second-term freshmen. They are also open, as space permits, to first-term freshmen with scores of 700 or above on the CEEB College Placement Tests in English composition or literature, or 4 or 5 on the CEEB Advanced Placement Examination in English, as well as to students who have completed another First-Year Writing Seminar.

Courses for Nonmajors

For students majoring in fields other than English, the department provides a variety of courses at all levels. A number of courses at the 200 level are open to qualified freshmen, and all are open to sophomores. Courses at the 300 level are open to all sophomores, juniors, and seniors; they are also open to freshmen who have received the instructor's prior permission. The suitability of courses at the 400 level for nonmajors depends in part on the course topics, which are subject to change from year to year. Permission of the instructor is sometimes required; prior consultation is always in order and strongly advised.

The Major in English

Students who major in English develop their own programs of study in consultation with their major advisers. Some choose to focus on a particular historical period or literary genre or to combine sustained work in creative writing with the study of literature. Others pursue interests in such areas as women's literature, African-American literature, literature and the visual arts, or critical theory.

The department recommends that students prepare themselves for the English major by taking one or more of its preparatory courses, such as "The Reading of Fiction" (ENGL 270), "The Reading of Poetry" (ENGL 271), or

"Introduction to Drama" (ENGL 272). (The "ENGL" prefix identifies courses sponsored by the Department of English, all of which appear in the English section of *Courses of Study* or the department's supplementary lists of courses; it also identifies courses sponsored and taught by other academic units and cross-listed with English.) These courses concentrate on the skills basic to the English major and to much other academic work—responsive, sensitive reading and lucid, strong writing. As First-Year Writing Seminars, any one of them will satisfy one-half the College of Arts and Science's First-Year writing requirement. ENGL 280, 281, 288, and 289 are also suitable preparations for the major and are open to students who have completed their First-Year Writing Seminar requirement. ENGL 201 and 202, which together constitute a two-semester survey of major British writers, though not required are strongly recommended for majors and prospective majors. ENGL 201 and 202 (unlike ENGL 280, 281, 288, and 289) are also "approved for the major" in the special sense of that phrase explained below.

To graduate with a major in English, a student must complete with passing letter grades 10 courses (40 credit hours) approved for the English major. All ENGL courses numbered 300 and above are approved for the major. In addition, with the exception of First-Year Writing Seminars (ENGL 270, 271, and 272), 200-level courses in creative and expository writing (ENGL 280, 281, 288, and 289), and courses designated for nonmajors, all 200-level ENGL courses are also approved for the major. Courses used to meet requirements for the English major may also be used to meet the "Humanities and the Arts" distribution requirement of the College of Arts and Sciences. Many of these courses may be used to meet the college's "historical breadth" requirement as well.

Of the 40 credits required to complete the major, 8 credits (two courses) must be at the 400 level or above; 12 credits (three courses) must be from courses in which 50 percent or more of the material consists of literature originally written in English before 1800; and another 12 credits (three courses) must form an intellectually coherent "concentration." The 400-level and pre-1800 requirements may be satisfied only with ENGL courses, and ENGL 493-494, the Honors Essay Tutorial, may not be used to satisfy either one. Courses that satisfy the pre-1800 requirement are so designated in *Courses of Study*. Many English majors use ENGL 201 to begin meeting this requirement since it provides an overview of earlier periods of British literature and so enables them to make more informed choices of additional pre-1800 courses. ENGL 202, however, does not qualify as a pre-1800 course. Neither do courses offered by other departments unless they are cross-listed with English. Although advanced courses in foreign literature read in the original languages may not be used to fulfill the pre-1800 requirement, they may be used for English major credit provided they are included within the 12-credit limit described below. The three-course concentration requirement may be satisfied with any courses approved for the major. The department's "Guide to the English Major" contains suggested areas of concentration and lists of courses that fall within the areas proposed, but majors are expected to define their own concentrations in consultation with their advisers.

As many as 12 credits in courses offered by departments and programs other than English may under certain conditions be used to satisfy English major requirements. Courses in literature and creative writing offered by academic units representing neighboring or allied disciplines (German Studies, Romance Studies, Russian, Asian Studies, Classics, Comparative Literature, Africana Studies, the Society for the Humanities, American Studies, Women's Studies, Religious Studies, Asian American Studies, Latino Studies, and Theatre, Film, & Dance) are routinely counted toward the 40 hours of major credit provided they are appropriate for juniors or seniors, as are most courses at the 300 level and above. English majors who are double majors may exercise this option even if all 12 credits are applied to their second major. All English majors are urged to take courses in which they read foreign works of literature in the original language, and for that reason 200-level literature courses for which qualification is a prerequisite (as well as more advanced foreign literature courses taught in the original language) may be counted toward the English major. Credit from other non-ENGL courses may be included within the 12 credits of non-departmental courses approved for the major only when the student is able to demonstrate to the adviser's satisfaction their relevance to his or her individual program of study.

The Major in English with Honors

Second-term sophomores who have done superior work in English and related subjects are encouraged to seek admission to the department's program leading to the degree of Bachelor of Arts with Honors in English. Following an interview with the chair of the Honors Committee, qualified students will be admitted provisionally to the program. During their junior year these students must complete at least one Honors Seminar (ENGL 491 or 492); they are encouraged to take an additional 400-level English course in the field in which they plan to concentrate. On the basis of work in these and other English courses, a provisional Honors candidate is expected to select a thesis topic and secure a thesis adviser by the end of the junior year. A student who has been accepted by a thesis adviser becomes a candidate for Honors rather than a provisional candidate.

During the senior year, each candidate for Honors in English enrolls in a year-long tutorial (ENGL 493-494) with the faculty member who has agreed to serve as the student's thesis adviser. The year's work culminates in the submission of a substantial scholarly or critical essay to be judged by at least two members of the faculty. More information about the Honors Program may be found in a leaflet available in the English offices.

First-Year Writing Seminars Recommended for Prospective Majors

ENGL 270 The Reading of Fiction

Fall, spring, summer. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. This course examines modern fiction, with an emphasis on the short story and novella. Students write critical essays on authors who flourished between 1870 and the present, such as James, Joyce, Woolf, Hurston, Lawrence, Fitzgerald, Hemingway, Faulkner, Rhys, Welty,

Salinger, and Morrison. Reading lists vary from section to section, and some may include a novel, but close, attentive, imaginative reading and writing are central to all. *This course does not satisfy requirements for the English major.*

ENGL 271 The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English.

How can we become more appreciative, alert readers of poetry, and at the same time better writers of prose? This course attends to the rich variety of poems written in English, drawing on the works of poets from William Shakespeare to Sylvia Plath, John Keats to Li-Young Lee, Emily Dickinson to A. R. Ammons. We may read songs, sonnets, odes, villanelles, even limericks. By engaging in thorough discussions and varied writing assignments, we explore some of the major periods, modes, and genres of English poetry, and in the process expand the possibilities of our own writing. *This course does not satisfy requirements for the English major.*

ENGL 272 Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. *This course does not satisfy requirements for the English major.*

Students in this seminar study plays, older and newer, in a variety of dramatic idioms and cultural traditions. Plays being performed by the theatre department will be included, if possible. A typical reading list might include works by Sophocles, Shakespeare, Chekhov, Brecht, Miller, Beckett, and Shange. Course work consists of writing and discussion and the occasional viewing of live or filmed performances.

Expository Writing

ENGL 288-289 Expository Writing (IV)

Fall, spring, summer, winter. 3 credits.

Each section limited to 16 students. Students must have completed their colleges' first-year writing requirements or have the permission of the instructor. S. Davis and staff.

ENGL 288-289 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members read in relevant published material and write and revise their own work regularly, while reviewing and responding to each other's. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors confer individually throughout the term. For more information please see the following web site: <http://instruct1.cit.cornell.edu/Courses/engl288-89/>.

Topics for fall sections include:

Section 1—S. Serrell—The "I" in Nature

Section 2—R. Roensch—The Essay: Personal to Public

Section 3—C. Harwood—Free Speech under the First Amendment

Section 4—B. LeGendre—Issues and Audiences

Section 5—S. Davis—Making the News

See English department Course Offerings for full fall and spring section descriptions.

This course does not satisfy requirements for the English major.

[ENGL 381 Reading as Writing (IV)]
Next offered 2003–2004.]

[ENGL 386 Philosophic Fictions (IV)]
Next offered 2003–2004.]

[ENGL 387 Autobiography: Theory and Practice (IV)]
4 credits. Next offered 2003–2004.]

ENGL 388 The Art of the Essay (IV)
Fall. 4 credits. Limited to 15 students.
Interested students should submit one or more pieces of recent writing (prose) to the instructor before the beginning of the term, preferably at preregistration.
L. Fakundiny.

For both English majors and nonmajors who have done distinguished work in first-year writing seminars and in such courses as ENGL 280–281 and 288–289, and who desire intensive practice in writing essays as a kind of creative nonfiction. The course assumes a high degree of self-motivation, a capacity for independent work, and critical interest in the work of other writers; it aims for a portfolio of conceptually rich and stylistically polished writing.

Creative Writing

Students usually begin their work in Creative Writing with ENGL 280 or 281, and only after completion of the First-Year Writing Seminar requirement. Please note that either ENGL 280 or ENGL 281 is the recommended prerequisite for 300-level creative writing courses. ENGL 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). ENGL 382–383, 384–385, and 480–481 are approved for the English major.

ENGL 280–281 Creative Writing (IV)
Fall, spring, summer, winter. 3 credits.
Prerequisites: completion of the Freshman Seminar requirement. Limited to 18 students.

Majors and prospective majors, please note. Although recommended for prospective English majors, ENGL 280–281 cannot be counted towards the 40 credits required for completion of the English major. It is a prerequisite for 300-level courses in creative writing, which count towards the major. ENGL 280 is not a prerequisite for ENGL 281.

An introductory course in the theory, practice, and reading of prose, poetry, and allied forms. Students are given the opportunity to try both prose and verse writing and may specialize in one or the other. Many of the class meetings are conducted as workshops.

ENGL 382–383 Narrative Writing (IV)
Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students.
Previous enrollment in ENGL 280 or 281 recommended. Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, R. Morgan; sec. 2, M. McCoy; sec. 3, H. Viramontes. Spring: H. Viramontes, M. Koch, M. McCoy.
The writing of fiction; study of models; analysis of students' work.

ENGL 384–385 Verse Writing (IV)
Fall or summer, 384; spring, 385. 4 credits each term. Each section limited to 15 students. Prerequisites: ENGL 280 or 281, or permission of instructor. Fall: A. Fulton, K. McClane. Spring: K. McClane, staff.
The writing of poetry; study of models; analysis of students' poems; personal conferences.

ENGL 480–481 Seminar in Writing (IV)
Fall, 480; spring 481. 4 credits each term. Each section limited to 15 students.
Prerequisite: permission of instructor, normally on the basis of a manuscript. The manuscript should be submitted to the instructor no later than the first day of class. Previous enrollment in ENGL 280 or 281 and at least one 300-level writing course recommended. Successful completion of one half of the 480–481 sequence does not guarantee enrollment in the other half; students must receive permission of the instructor to enroll in the second course. Fall: Sec. 1, P. Janowitz, sec. 2, R. Morgan. Spring: L. Herrin, M. McCoy.

Intended for those writers who have already gained a basic mastery of technique. Although ENGL 480 is not a prerequisite for ENGL 481, students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

Courses for Freshmen and Sophomores

These courses have no prerequisites and are open to freshmen and nonmajors as well as majors and prospective majors.

Introductions to Literary Studies

ENGL 201–202 The English Literary Tradition # (IV)
201: fall. 4 credits. ENGL 201 is not a prerequisite for 202. This course may be used as one of the three pre-1800 courses required of English majors. D. Fried.
An introduction to the study of English literature, examining its historical development and some of its achievements from its beginnings in the 8th century through the 17th century. Some of the works we read, discuss, and write about across this thousand-year span are *Beowulf*; *Sir Gawain and the Green Knight*; selections from Chaucer's *Canterbury Tales* and Spenser's *Faerie Queene*; Shakespeare's sonnets and *King Lear*; poems by Sidney, Jonson, Donne, Herbert, Herrick, and Marvell; and selections from Milton's *Paradise Lost*. Emphasis will be on the close analysis of individual works, and on questions of language and literary form. Lectures twice a week, plus small weekly discussion sections.

202: spring. 4 credits. D. Fried.
An introductory survey of English literature from the late seventeenth century to the start of the twentieth century. We begin with the satires of the Restoration and eighteenth century (Pope, *The Rape of the Lock*; Swift, *Gulliver's Travels*; Johnson's poems and essays), move to the poetry of the Romantic era (Blake's illuminated books *Songs of*

Innocence and Songs of Experience); prose selections and poems by Wordsworth, Coleridge, Shelley, and Keats; and a novel by Jane Austen (*Persuasion*), and end with dramatic monologues and other lyrics from the Victorian era (Tennyson, Browning, Arnold, Hopkins), plus one play (Wilde, *The Importance of Being Earnest*). Lectures are supplemented by small discussion groups once a week. Short creative exercises will introduce techniques of close reading and approaches to literary language and style.

ENGL 207 Introduction to Modern Poetry (IV)

Fall. 4 credits. No prior study of poetry necessary. D. Mao.
An introduction to the exhilaratingly diverse forms, purposes, and themes of poetry of the last hundred years. The course focuses on about a dozen U. S. and British poets, chosen not only for the ways in which they enlarged the formal possibilities of verse but also for the subtlety or bravura with which they evoke the anxiety, perversity, joy, and complexity of modern life. Key developments in non-English-language poetry also receive some attention, as do precursors and polemics of modernism, questions of avant-gardism and tradition in other genres and arts, and the changing role of poetry in the age of radio, film, television, and internet. Assignments include exercises in the writing of poetry and analyses of poets' specific dictional, metrical, and syntactic choices, as well as broader interpretive essays. Focal poets may include William Carlos Williams, T. S. Eliot, Gertrude Stein, Marianne Moore, Langston Hughes, W. H. Auden, Dylan Thomas, Elizabeth Bishop, Frank O'Hara, Susan Howe, Don Paterson, and Louise Glück.

ENGL 227 Shakespeare # (IV)
Spring, summer, and winter. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. W. Wetherbee.
Careful study of 10 of Shakespeare's major plays.

Major Genres and Areas

[ENGL 203 Major Poets (IV)]
Next offered 2003–2004.]

[ENGL 209 Introduction to Cultural Studies (IV)]
4 credits. Next offered 2003–2004.]

ENGL 251 Twentieth-Century Women Novelists (also WOMNS 251) (IV)
Fall. 4 credits. E. DeLoughrey.
This course will be particularly concerned with questions about women's experience and perspective and will explore intersections of gender, ethnicity, race, sexuality, and other vectors of identity. Readings might include novels by Jamaica Kincaid, Dorothy Allison, Louise Erdrich, Toni Morrison, Helena María Viramontes, Fae Ng, Cristina Garcia, and others. Assignments include two papers, a research project, and a number of short in-class writings.

ENGL 255 African Literature @ (IV)
Fall. 4 credits. B. Jeyifo.
An introduction to major African writers and literary traditions. Authors to be studied may include Wole Soyinka, Chinua Achebe, Bessie Head, Ayi Kwei Armah, Ama Ata Aidoo, Tayeb Salih, and Ousmane Sembene.

ENGL 262 Asian American Literature (also AAS 262 and AM ST 262) (IV)

Spring. 4 credits. S. Wong.

This course introduces both a variety of writings by Asian North American authors and some critical issues concerning the production and reception of Asian American texts.

Working primarily with novels, we ask questions about the relation between literary forms and the sociohistorical context within which they take on their meanings, and about the historical formation of Asian American identities.

ENGL 274 Scottish Literature and Culture # (IV)

Fall. 3 or 4 credits. The course may be taken for 3 or 4 credits; those taking it for 4 credits will complete an additional writing project. If taken for four credits, it counts toward the English major, but non-majors are welcome. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill and H. Shaw.

Scotland was an independent kingdom during most of its history. Although it is now politically united with England, it preserves a cultural distinctiveness. This course provides an introduction to Scottish literature and its cultural context. We will focus on important Scottish literary texts, with special emphasis on the medieval period and the eighteenth through the twentieth centuries. The course should appeal to those who wish to learn more about their Scottish heritage, to those who wish to view in a new perspective works normally considered monuments of "English" literature, and to those who simply wish to know more about a remarkable culture and the literature it produced. Some of the texts are read in Scots, but no familiarity with Scots or earlier English is presumed. Authors studied include Henryson, Dunbar, Anonymous (the Scottish Ballads), Hume, Burns, Scott, Stevenson, Grassie Gibbon, Spark, and some twentieth-century writers of short stories. Students will view the film, *The Prime of Miss Jean Brodie*.

ENGL 275 The American Literary Tradition (also AM ST 275) (IV)

Fall. 4 credits. N. Waligora-Davis.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

ENGL 276 Desire (also COM L 276, WOMNS 276) (IV)

Spring. 4 credits. E. Hanson.

Sexuality is a series of scripted performances, a set of stories we tell ourselves about ourselves. Through a critical discussion of "these pleasures which we lightly call physical," to borrow a phrase from the French novelist Colette, we might discover a deeper appreciation for the strange narrative of someone else's sexual desire, and perhaps even the strange narrative of our own. We begin with the theory that sexual desire has a history, even a literary history, and we examine classic texts in some of its most influential modes: Platonic, Christian, romantic, decadent, psychoanalytic, feminist, and queer. This course is an introductory

survey of dramatic literature from Ancient Greece to the present, from Plato and William Shakespeare to Caryl Churchill and Tony Kushner; and it is also a survey of the most influential trends in modern sexual theory and sexual politics, including the work of Freud, Foucault, and various feminists and queer theorists. Topics for discussion include Greek pederasty, sublimation, hysteria, sadomasochism, homosexuality, pornography, cybersex, feminism, and other literary and performative pleasures, and the focus is always on expanding our critical vocabulary for considering sex and sexual desire as a field of intellectual inquiry.

[ENGL 278 Queer Fiction (also WOMNS 278) (IV)]

4 credits. Next offered 2003-2004.]

ENGL 279 Introduction to Lesbian Fiction (also WOMNS 280) (IV)

Fall. 4 credits. K. McCullough.

This course tracks the modern lesbian in American and British literature, from her early appearances in the nineteenth century as monster or invert through her twentieth-century reappearance in fiction by self-identified lesbian authors. We begin by querying the category of "lesbian fiction," asking what exactly constitutes lesbian fiction and examining a variety of answers posited by literary critics. We then explore, among other things, the relationship between historical context and representational possibilities, the constraining or enabling impact of "community," the class and racial inflections of "lesbian" identity, and, last but not least, the benefits and dangers (for a marginalized group) of being put into/reclaiming a representational space. Authors under consideration may include Dorothy Allison, June Arnold, Marusya Bociurkiw, Beth Brant, Michelle Cliff, Terri de la Peña, Leslie Feinberg, Jewelle Gomez, Radclyffe Hall, Audre Lorde, Achy Obejas, and Jeanette Winterson, among others.

[ENGL 295 The Essay in English # (IV)]

4 credits. Prerequisite: completion of the First-Year Writing Seminar requirement. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2003-2004. L. Fakundiny.]

Special Topics**ENGL 210 Medieval Romance: Voyage to the Otherworld # (IV)**

Spring. 3 credits. This course may not be used as one of the three pre-1800 courses required of English majors. T. Hill.

The course surveys some medieval narratives concerned with representative voyages to the otherworld or with the impinging of the otherworld upon ordinary experience. The syllabus normally includes some representative Old Irish otherworld literature: selections from *The Mabinogion*; selections from the *Lays of Marie de France*; Chretien de Troyes's *Erec*, *Yvain*, and *Lancelot*; and the Middle English *Sir Gawain and the Green Knight*. We finish by looking at a few later otherworld romances, such as selections from J.R.R. Tolkien. All readings are in modern English. Requirements: three brief (two to three typed pages) papers and a final exam designed to test the students' reading.

ENGL 217 History of the English Language (also LING 217) (III or IV)

Fall. 4 credits. W. Harbert.

See LING 217 for full course description.

[ENGL 220 The Idea of the Pet in Literature and History (IV)]

Spring. 4 credits. Enrollment is limited to 15 students. While not restricted to sophomores this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context. Next offered 2003-2004. L. Brown.]

[ENGL 221 The Ethics of Imagining the Holocaust (IV)]

Fall. 4 credits. Enrollment is limited to 15 students. While not restricted to sophomores this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context. Next offered 2003-2004. D. Schwarz.]

ENGL 235 Rewriting the Classics: Stories of Travels and Encounters (also WOMNS 235) (IV)

Fall. 4 credits. E. DeLoughrey.

This course examines the way particular narratives travel across time and space. We read canonical works of literature produced during the era of the British empire, such as *The Tempest*, *Robinson Crusoe*, *Jane Eyre*, and *Heart of Darkness* and position them in relation to novels that rewrite, contest, and mitigate the depiction of contact between Europeans and others. We not only interrogate the relationship between writers from the colonies (in Africa, India, and the Caribbean) and those from Great Britain, but also examine the ways in which these British texts were revisions of earlier travel narratives and legends. Requirements: active class participation, student presentations, a few short essays and a final paper.

[ENGL 263 Interpreting Hitchcock (also THETR 263) (IV)]

Spring. 4 credits. Lab fee. Enrollment limited to 20. Next offered 2003-2004. L. Bogel.]

[ENGL 268 Politics and Culture in the 1960s (also AM ST 268) (IV)]

Spring. 4 credits. Next offered 2003-2004. P. Sawyer.]

ENGL 273 Children's Literature (IV)

Fall. 4 credits. J. Adams.

An historical study of children's literature from the seventeenth century to the present, principally in Europe and America, which explores changing literary forms in relation to the social history of childhood. Ranging from oral folktales to contemporary novelistic realism (with some glances at film narrative), major figures may include Perrault, Newbery, the Grimms, Andersen, Carroll, Alcott, Stevenson, Burnett, Kipling, the Disney studio, E. B. White, C. S. Lewis, Sendak, Silverstein, Mildred Taylor, and Bette Greene. We also encounter a variety of critical models—psychoanalytic, materialist, feminist, structuralist—that scholars have employed to explain the variety and importance of children's literature.

[ENGL 291 The American 1920s: Literature and Culture (also AM ST 291) (IV)]

4 credits. Next offered 2003–2004.
B. Maxwell.]

ENGL 292 Introduction to Visual Studies (IV)

Spring. 4 credits. T. Murray.
See VSST 200 for full course description.

ENGL 296 Linguistic Theory and Poetic Structure (also ENGL 585 and LING 285/585) (III or IV)

Fall. 4 credits. J. Bowers.
See LING 585 for full course description.

Courses for Sophomores, Juniors, and Seniors

Courses at the 300 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

ENGL 302 Literature and Theory (also ENGL 602 and COM L 302 and 622) (IV)

Fall. 4 credits. J. Culler.
Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Roland Barthes, Judith Butler, Jacques Derrida, Michel Foucault, Barbara Johnson, Jacques Lacan, and others. No previous knowledge of literary theory is assumed.

[ENGL 308 Icelandic Family Saga # (IV)]

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of all English majors. Next offered 2003–2004. T. Hill.]

ENGL 310 Old English in Translation # (IV)

Fall. 4 credits. T. Hill.
This course may be used as one of the three pre-1800 courses required of English majors. Cultural backgrounds, reading, and critical analysis of Anglo-Saxon poetry in translation, pagan and Christian epic, elegy, heroic legend, and other forms. Attention is given to the relations of this literature to that of later periods.

ENGL 311 Old English (also ENGL 611) # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill.
This course provides a grounding in the Old English language, which precedes the reading of some major texts in poetry, such as *The Wanderer* and *The Battle of Maldon*. No previous knowledge of Old or Middle English is required or expected. There is both a mid-term and a final, plus oral reports. Students are encouraged to follow their own interests. Graduate students are expected to do a substantial paper, or other research exercise.

ENGL 312 Beowulf (also ENGL 612) # (IV)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.
A close reading of *Beowulf*. Attention is given to relevant literary, cultural, and linguistic issues. One semester's study of Old English, or the equivalent, is recommended.

ENGL 313 The Structure of English (also LING 311) (III or IV)

Fall. 4 credits. M. Suner.
See LING 313 for full course description.

ENGL 319 Chaucer # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.
This course will begin with the study of the major *Canterbury Tales* and some of Chaucer's minor works, such as *The Book of the Duchess*. If time permits, we will read at least part of his great epic romance *Troilus and Criseyde*. All works will be read in Middle English, but ample time will be devoted to learning the language, for it is impossible to read Chaucer as a poet without Middle English. There will be lectures on Chaucer's life and society and his literary and religious content. There will be take-home, mid-, and end-of-term exams and student presentations.

[ENGL 321 Spenser and Malory (also RELST 319) # (IV)]

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Informal lecture and discussion. Two papers, no exams. Next offered 2003–2004. C. Kaske.]

ENGL 325 Culture of the Renaissance (also COM L 362, HIST 364, RELST 362, MUSIC 390, ARTH 351) # (III or IV)

Fall. 4 credits. C. Kaske, K. Perry Long.
For course description, see COML 362.

[ENGL 327 Shakespeare: Gender and Power (also WOMNS 327) # (IV)]

4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2003–2004.]

ENGL 328 The Bible as Literature # (IV)

Spring. 4 credits. L. Donaldson.
This course provides students with an introduction to the Bible, one of English literature's most important influences, and approaches it as an anthology of literary and religious genres, themes and issues in both the Hebrew and Christian testaments. In addition to narrative, legal, historical, apocalyptic and prophetic texts, we also examine biblical poetry (for example, the Song of Songs) and its relation to other ancient poetic forms. Students are also introduced to various critical approaches to reading the Bible such as narrative, feminist, rhetorical, and ideological criticism. Other topics covered include the historical contexts of various biblical texts and the trajectory of powerful prophetic, narrative, and apocalyptic images within the literary imagination of various cultures.

[ENGL 329 Milton # (IV)]

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2003–2004.]

ENGL 330 Restoration and Eighteenth-Century Literature # (IV)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. F. Bogel.
Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as: the nature of satire, irony, and mock-forms; the languages of the ridiculous and the sublime; the politics of gender and sexuality; the authority and fallibility of human knowledge; connections

among melancholy, madness, and imagination. Works by such writers as Rochester, Behn, Finch, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

ENGL 333 The Eighteenth-Century English Novel # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. N. Saccamano.
A study of form and theme in the British novel tradition. The course focuses on representative novels mostly from the eighteenth century, paying close attention to language and structure but also to cultural contexts and to the development of the novel form itself. We explore such topics as truth and fiction; romance, realism, satire, and the gothic; heroic and mock-heroic modes; sentiment, sensibility, and sexuality; race and gender; and the forms and uses of narrative. Readings may include Behn's *Oroonoko*, Defoe's *Moll Flanders*, Richardson's *Clarissa*, Fielding's *Tom Jones*, Johnson's *Rasselas*, Sterne's *A Sentimental Journey*, and Austen's *Emma*.

ENGL 345 Victorian Controversies # (IV)

Fall. 4 credits. S. Siegel.
Economic, political, and technological changes transformed the nineteenth century. We consider some of the controversies these transformations provoked in England and Ireland. Our readings are selected chiefly from leading nineteenth-century periodicals and from essays that contributed greatly to shaping public opinion. We explore the social problems Victorian critics and artists identified, the various solutions they proposed, and their contrasting visions of their nation and its colonies. The men and women who contributed to the periodical press and who anticipated new cultural forms were preoccupied with urgent questions about themselves: Was their century marked by progress or by decline? Would machines degrade or ennoble workers? Did aesthetic experience complement or compete with religious doctrine? Were art and science dependent upon or opposed to each other? Should all forms of expression be permitted or should certain forms be censored? Should the colonies be permitted to rule themselves or remain dependent on England? Would prestige be gained if institutions of higher learning awarded degrees to women? Was "manliness" revealed through "character" or through "behavior"? In addition to these intellectual conflicts we are attentive to the emergence of new visual forms that participated in and provoked controversy. Accordingly, we view photographs and descriptions of England's great Crystal Palace Exhibition of 1851, the objections such displays aroused, as well as the emergence of new and controversial fashions in painting, in clothing, in interior design, and in home furnishings. Authors include Arnold, Browning, Eliot, Morris, Pater, the Rossetts, Ruskin, Shaw, Swinburne, Wilde, and Yeats. Classes are by lecture and discussion. Examinations include in-class and take home exercises.

ENGL 348 Studies in Women's Fiction: Louise Erdrich and Leslie Marmon Silko (also WOMNS 348) (IV)

Spring. 4 credits. L. Donaldson.
Louise Erdrich (Ojibwa) and Leslie Marmon Silko (Laguna Pueblo) are two of the most important and popular writers of the past 25 years. Each has privileged the novel as their artistic form of choice—although both are also

talented poets—and each has developed a powerful tradition of resistance literature. In their own distinct styles, each addresses such issues as the conquest of the Americas, the role of women and women's cultural production in indigenous and Euro-American societies, the relation between history and art, and the survival of American Indian traditions. This course spends half the semester on Erdrich and half on Silko. We read their fiction and some of their poetry as well as their autobiographical and critical writings. Texts include *Tracks*, *The Last Report of Miracle at Little No Horse*, *Jacklight*, and *The Birchbark House* by Louise Erdrich, and *Sacred Water*, *Storyteller*, *Almanac of the Dead*, and *Yellow Woman: A Beauty of Spirit* by Leslie Marmon Silko. Students write a paper on each author and the class is conducted seminar-style.

[ENGL 350 The Modern Tradition I: 1890-1930 (IV)]

4 credits. Next offered 2003-2004.
D. Schwarz.]

ENGL 353 The Modern Indian Novel @ (IV)

Spring. 4 credits. S. Mohanty.

A survey of the modern Indian novel, from its origins in the latter part of the 19th century to the present. An attempt is made to read the novels as responses to colonialism and to the challenges of a postcolonial society. Texts (mainly novels, but also a few short stories) are drawn from a variety of Indian languages as well as English, including works by such authors as U. R. Ananthamurthy, Rabindranath Tagore, Salman Rushdie, Gopinath Mohanty, Anita Desai, Fakir Mohan Senapati, Ambai, Prem Chand, Arundhati Roy, and R. K. Narayan. Two papers (5-6 pp. and 12-14 pp.) and a journal.

ENGL 355 Decadence (also COML 355 and WOMNS 355) (IV)

Fall. 4 credits. E. Hanson.

"My existence is a scandal," Oscar Wilde once wrote, summing up in an epigram the effect of his carefully cultivated style of perversity and paradox. Through their valorization of aestheticism and all that was considered artificial, unnatural, or perverse, the so-called "decadent" writers of the late-nineteenth century sought to free the pleasures of beauty, spirituality, and sexual desire from their more conventional ethical moorings. We discuss the most important texts through which "decadence" was defined as a literary style, including works by Charles Baudelaire, J.-K. Huysmans, Leopold von Sacher-Masoch, A. C. Swinburne, and Walter Pater, with a particular focus on Oscar Wilde. Topics for discussion include aestheticism and the cult of "art for art's sake," theories of cultural and linguistic degeneration, homophobia and sexual encoding, androgyny and sexual inversion, hysteria and paranoia, masochism and mysticism, chastity and sublimation, Catholicism and Hellenism, and dandyism. Students may read French and German texts in the original or in translation.

[ENGL 356 Postmodernist Fiction (IV)]

4 credits. Next offered 2003-2004.]

ENGL 361 Early American Literature (also AM ST 361) # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. S. Samuels.

An exploration of national identities in the formative British colonial period, including the

relation of sexualities, religions, narrative practices, and encounters with other cultures to the contested formulations of destiny and free will in determining and explaining an American national character. Moving from early contact narratives through the conflicts that led to the American Revolution and beyond, this course considers American writing from the 1630s to the 1830s; among other sources, we read sermons, diaries, journals and poetry of the Puritans, captivity and emancipation narratives, autobiographical writings by Jonathan Edwards and Benjamin Franklin, political writings by Crèvecoeur, Paine, and Jefferson, fiction by Brockden Brown, Irving, Sedgwick, Child, and Cooper and the early work of Poe, Hawthorne, and Emerson.

ENGL 362 The American Renaissance (also AM ST 362) (IV)

Spring. 4 credits. D. Fried.

A survey of literary culture in New England and elsewhere from about 1820 to about 1870. Readings from Poe's tales and poetry, Hawthorne's historical romances, Emerson's essays and poems, Fuller's *Woman in the Nineteenth Century*, Douglass's autobiographical writings, Thoreau's *Walden*, Whitman's poetry and Civil War journals, Melville's fictions, Dickinson's poems and letters, and early tales by James. As time permits we may also look into Lincoln's speeches and poems by Lowell, Longfellow, Whittier, and others. Close analysis of individual works within the context of literary and cultural history, with occasional glances at the visual arts of the period.

ENGL 363 American Fiction at the Turn of the Twentieth Century (also AM ST 363) (IV)

Spring. 4 credits. K. McCullough.

Literary history tells us that various literary genres—regionalism, realism and naturalism, among others—jockeyed for place in American fiction at the turn of the 19th century. Cultural histories of the era tell us that social ideals about what constituted the "real" as well as the "American" were debated by Americans in this period, a period that witnessed such sweeping changes as, for instance, the rise and consolidation of Jim Crow, the widespread implementation of the policy of Manifest Destiny, the rise of women's movements, and multiple effects of the growth of the industrial economy and the shift from rural to urban life. This course puts these two accounts—the literary and the historical—into conversation in order both to examine the varied styles and issues that comprised American literature at the turn of the 19th century and to query the larger question of fiction's impact on society. Authors under consideration may include: Charles Chesnut, Stephen Crane, Henry James, Sarah Orne Jewett, Maria Amparo Ruiz de Burton, Sui Sin Far, Mark Twain, Edith Wharton, Sarah Winnemucca, and Zitkala-Sa.

[ENGL 364 American Literature Between the Wars (also AM ST 364) (IV)]

4 credits. Next offered 2003-2004.]

ENGL 365 American Literature Since 1945 (also AM ST 365) (IV)

Fall. 4 credits. B. Maxwell.

An American Studies approach to the literature of 1945-1960, the early Cold War period of "perpetual crisis and the garrison-prison state" (Harold Lasswell). Themes include fear, glamour, domestic life, integration, the "white

negro," addiction, loyalty, bureaucracy, and the disposition in the United States of the legacies of the Depression and of World War II. Fiction by Saul Bellow, Nelson Algren, Ann Petry, Ralph Ellison, Tillie Olsen, and Jack Kerouac (among others); collateral readings in memoir (Hellman), sociology (Mills), social psychology (Erickson; Adorno and Horkheimer), history (Hofstadter), aesthetics (Greenberg), politics (Kennan; Arendt), feminism (Friedan), and self-advertisement (Mailer). Some attention to bop, poetry, painting, film noir, political speeches, stand-up comedy, and magazine culture.

ENGL 366 Nineteenth Century American Novel (also AM ST 366) # (IV)

Spring. 4 credits. S. Samuels.

Reading carefully some of the most fascinating novelists in the nineteenth century United States, we examine patterns of social and political awareness in these writers. In particular, we think about the relations among stylistic concerns in fiction and the construction of identities formed by national, racial, gendered, and sexual allegiances. Writers may include: Mark Twain, Charles Chesnut, Nathaniel Hawthorne, Henry James, Edith Wharton, Pauline Hopkins, Harriet Wilson, Herman Melville, E.D.E.N. Southworth, and Stephen Crane.

[ENGL 367 The Modern American Novel (also AM ST 367) (IV)]

Spring. 4 credits. Next offered 2003-2004.
D. McCall.]

[ENGL 368 American Novel Since 1950 (also AM ST 368) (IV)]

Fall. 4 credits. Next offered 2003-2004.
P. Sawyer.]

[ENGL 369 Fast Talking Dames and Sad Ladies (also WOMNS 369 and THETR 367) (IV)]

Fall. 4 credits. Enrollment limited to 15. Regular critical readings, frequent viewing questions, two longer essays, no exam. Students must be free to attend Monday and/or Tuesday late-afternoon screenings. \$20 lab fee. Next offered 2003-2004.
L. Bogel.]

ENGL 370 The Nineteenth Century Novel # (IV)

Spring. 4 credits. J. Adams.

A survey of representative works by major British novelists from Austen to Hardy. As great writers in a realistic mode, these novelists explore the interplay of self and society, particularly the clash between traditional social orders—class, gender, marriage—and new forms of mobility and self-determination in the world's first industrial nation. We are especially interested in the novel's preoccupation with domestic life, and reshaping of the familiar "marriage plot" in a world of great social and sexual anxiety. In short: love and money. Readings include works by Austen, Thackeray, Dickens, C. Brontë, Braddon, George Eliot, and Hardy.

ENGL 372 Medieval and Renaissance Drama (also ENGL 677) # (IV)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. A. Galloway.

After the collapse of Rome, western European drama was re-created from a combination of sources: formal debate, popular festival, civic celebration, and, especially, religious liturgy. By the 17th century it had grown in England to be one of the most polished forms of English

literary art (but also at times one of the sleaziest). This long span of drama history allows us to consider drama's origins and changing cultural meanings. Using selected highlights, this course traces the residue of Roman drama and the beginnings of European and English drama from the 10th to the 13th centuries; then examine more fully some of the richness of late medieval drama in English; then finally read some of the writers in the age of authorship and London dominance—usually known as the Age of Shakespeare, although Shakespeare appears there only as one part among others, including Marlowe, Kyd, Jonson, Middleton, and Marston. The course format is lecture and discussion, and lecturers and discussion leaders may occasionally be drawn from graduate students pursuing the course—and possibly also from undergraduate students who endeavor to present the staging and style of some of the works we consider.

[ENGL 373 English Drama from 1700 to the Present (also THEATR 373) # (IV)]
4 credits. Next offered 2003–2004.
S. McMillin.]

[ENGL 376 Survey in African American Literature: 1918 to present (IV)]
Spring. 4 credits. Next offered 2003–2004.
H. Spillers.]

ENGL 378 American Poetry Since 1950 (also AM ST 372) (IV)
Spring. 4 credits. R. Gilbert.
The second half of the 20th century has been a remarkably rich and diverse period in American poetry, characterized by constant innovations in form and technique, and restless exploration of new areas of language and experience. In this course we focus on a series of representative figures born between 1911 and 1950. These may include some or all of the following: Elizabeth Bishop, Robert Lowell, Gwendolyn Brooks, John Berryman, Robert Creeley, Allen Ginsberg, Frank O'Hara, W. S. Merwin, James Wright, A. R. Ammons, John Ashbery, James Merrill, Sylvia Plath, and Adrienne Rich.

[ENGL 381 Reading as Writing (IV)]
Next offered 2003–2004.]

ENGL 382–383 Narrative Writing (IV)
See complete course description in section headed Creative Writing.

ENGL 384–385 Verse Writing (IV)
See complete course description in section headed Creative Writing.

[ENGL 386 Philosophic Fictions (IV)]
Next offered 2003–2004.]

ENGL 388 The Art of the Essay (IV)
See complete course description in section headed Expository Writing.

[ENGL 395 Video: Art, Theory, and Politics (also THEATR 395) (IV)]
4 credits. Next offered 2003–2004.
T. Murray.]

[ENGL 396 Introduction to Global Women's Literature (also WOMNS 396) @ (IV)]
4 credits. Next offered 2003–2004.
E. DeLoughrey.]

[ENGL 397 Policing and Prisons in American Culture (also AM ST 395) (IV)]
4 credits. Next offered 2003–2004.
B. Maxwell.]

ENGL 398 Latina/o Cultural Practices (also LSP 398) (IV)

Spring. 4 credits. U.S. Latino/a history is strongly recommended as a prerequisite, but not required. M. P. Brady.

This course explores Latino/a cultural work ranging from 'zines to comic books, architecture to film, music to sculpture, musicals to spoken word, theater to internet sites. We consider how this work emerges in the context of U.S. engagements with Latin America and in the context of struggles for social and economic equality among ethnic/racial groups in the U.S. We consider therefore the production of stereotypes (particularly in the nineteenth century) and the ongoing efforts of contemporary artists to dispel such stereotypes, to work along side them and to rework them. We also consider the relationship between cultural production, representation, and public policy.

Courses for Advanced Undergraduates

Courses at the 400 level are open to juniors and seniors and to others by permission of instructor unless other prerequisites are noted.

ENGL 402 Literature as Moral Inquiry (IV)

Fall. 4 credits. S. Mohanty.

What can literary works, especially novels and short stories, tell us about moral issues? Should they be seen as suggesting a form of moral inquiry similar to the kind of philosophical discussion we get in, say, Aristotle's *Nicomachean Ethics*? Do they deal with the same range of issues? Can reading philosophical works in ethics together with novels that deal with similar themes help us understand these themes better? This course is an attempt to answer these questions. We read selections from key texts in moral philosophy, including works by Aristotle, Kant, Marx, Nietzsche. Our attempt is to use these works to help us understand the nature of moral debate and inquiry in novels like Eliot's *Middlemarch*, James's *Portrait of a Lady*, Morrison's *Beloved*, Woolf's *Mrs. Dalloway*, Conrad's *Heart of Darkness*, and Achebe's *Things Fall Apart*. Other writers we will probably read include Nadine Gordimer, Doris Lessing, and Kazuo Ishiguro. The emphasis is on close reading, with particular attention to the relationship between formal elements (such as the use of narrative techniques) and the moral questions the texts organize and explore. Assignments include two papers and a journal.

[ENGL 403 Studies in American Poetry: Great Books, 1855–1926 (also AM ST 403) (IV)]

4 credits. Next offered 2003–2004.
R. Gilbert.]

[ENGL 404 History Into Fiction: Nazis and the Literary Imagination (also COM L 404 and GERST 414) (IV)]
4 credits. Two papers; no exam. Next offered 2003–2004. E. Rosenberg.]

ENGL 408 Narratives of the University (also ENGL 608, S HUM 408) (IV)
Fall. 4 credits. J. Williams.

For course description, see S HUM 408.

[ENGL 413 Middle English (also ENGL 613) # (IV)]

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2003–2004.]

ENGL 414 Bodies of the Middle Ages: Embodiment, Incarnation Performance # (IV)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. M. Raskolnikov.

To study the Middle Ages is to study the writings of people centuries dead. We reach back in time and find only disembodied words. And yet, these words speak to us about the very stuff of embodied life: love, sex, hunger, dirt, death, decay. In this course, we read a number of significant Middle English works that represent the body in a variety of ways, as well as contemporary critical theory about the meaning of embodiment, and about how the suffering body can represent "the real" both in its own time and to contemporary readers. Reading both the theoretical and the Middle English materials critically and closely, we will begin, morbidly enough, by examining the literature of death. We read several plays about the incarnation and suffering of Christ, and some debates between dead bodies and those that have come to taunt them in their extreme state. We go on to read some of the masterpieces of fourteenth-century literature, including some tales of Chaucer that are particularly concerned with the body, and some significant works of Chaucer's time (including *Sir Gawain and the Green Knight*), thinking about how these works respond to the gender and class politics of their time. Particular attention is paid to the many and contradictory representations of women's bodies (bodies which often stand in for sinful embodiment in general) through reading several kinds of writings for and by religious women. The goal of this course is to gain a new and critical understanding of medieval literature, the history of the body, and a new and critical understanding of contemporary critical thought about the meaning, politics and aesthetics of embodiment.

Though not a survey in the strict sense of the term, this course is designed to expose students to a wide range of medieval genres and authors. Knowledge of Middle English is not a prerequisite, and the books ordered have facing-page translations. Nevertheless, some thinking about the specificity and richness of Middle English words is incorporated into class discussions and written assignments.

[ENGL 416 Chaucer and the Politics of Love # (IV)]

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2003–2004.]

ENGL 417 Early Medieval Archaeology and Literature (also ENGL 617 and ARKEO 417 and 617) # (IV)

Fall. 4 credits. Prerequisite: permission of instructor. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.

This course is intended to provide an overview of the early middle ages in what is now called Great Britain. A massive amount of evidence on the material culture has come to light in the past 50 years, evidence which permits us a far better comprehension of written sources. We start with a reading of the great Old English epic *Beowulf* and a close study of the material culture of a society in transition from pagan Germanic to cosmopolitan Christian culture. Our next focus is Bede's

Ecclesiastical History of the English People and the material evidence for the complex cultural developments in England, Ireland, Scandinavia, and the continent. There are frequent student oral reports, a take-home midterm, and a take-home final OR extended research paper. Graduate students are expected to do more detailed oral reports and research papers.

ENGL 419 Prestige in American Literary Realism (also ENGL 606, S HUM 419) (IV)

Spring. 4 credits. P. Barrish.
For course description, see S HUM 419.

ENGL 423 Renaissance Lyric (also ENGL 625) # (IV)

Spring. 4 credits. B. Correll.
This course may be used as one of the three pre-1800 courses required of English majors. The study of sixteenth- and seventeenth-century English poets, major and minor, male and female, secular and religious, and the questions such study raises: What is the connection between lyric poetry and the conditions and conflicts of the early modern period? How did the writing and publication of poetry change? What do women writers contribute to lyric poetry? What is at stake—for poetics, for a cultural poetics—in reading love lyric? As our readings and seminar discussions show, Renaissance poets are both products and producers of their culture. We also read and discuss recent critical work on lyric.

[ENGL 424 Spenser (also ENGL 624) # (IV)]

4 credits. Next offered 2003–2004.
C. Kaske.]

ENGL 428 Close Reading and Critical Debate (IV)

Spring. 4 credits. F. Bogel.
This course may be used as one of the three pre-1800 courses required of English majors. In the course of literary history, a number of extremely interesting English and American poems have generated long-standing—sometimes dramatic—controversy, much of it still unresolved. We study closely a variety of these poems and their “problems,” paying attention to the texts themselves, to the sources of the disagreements, and to what criticism can tell us about how those disagreements have been produced and addressed (some short, supplementary readings in criticism and theory are made available). We also ask what these controversies can tell us about poetic meaning, about the procedures of criticism, and about the ways history and culture shape our understanding of literary texts. Poems—mostly short lyrics—are drawn from a wide range of authors and periods. Authors may include Shakespeare, Jonson, Marvell, Rochester, Swift, Egerton, Pope, Gray, Wordsworth, Coleridge, Keats, Robert Browning, Dickinson, Christina Rossetti, Lawrence, Williams, Millay, Campbell, Roethke, Bishop, Larkin, Plath, and others. This is an appropriate course for anyone interested in poetry and different ways of reading it.

[ENGL 429 Adam's Rib and Other Divine Signs: Reading Biblical Narrative (also RELST 429) # (IV)]

4 credits. Next offered 2003–2004.
L. Donaldson.]

ENGL 430 Literature As History: The Americas (also AM ST 430.03) (IV)

Spring. 4 credits. B. Maxwell.
See AM ST 430.03 for full course description.

ENGL 433 Electronic Innovations (also VISST 433) (IV)

Fall. 4 credits. Requirements: two medium length papers (7–8 pages), collaborative online project (with students in Australia), seminar presentation. Some advanced knowledge of digital or installation art is helpful. Permission of instructor.
T. Murray.

A pilot course in the Innovation for the Teaching with Technology Initiative, the course will examine recent experimentation in electronic and digital art, with an emphasis on web art, CD-Rom art and interactive installation, as well as the theorization of digital art and culture. The seminar will be offered in tandem with a course on “Digital Culture” at the University of Technology, Sydney, Australia. The professor at UTS, Norie Neumark, is a leading international figure in digital installation art who will co-teach the course and combine her expertise with that of Professor Murray who curates and writes on digital art. Technological innovation will permit both seminars to communicate in real time (we will meet on Thursday evening at the same moment the UTS group will meet on Friday morning). With the likelihood of patching into digital installations at leading international art centers, the course will emphasize questions of cultural identity and national specificity in the context of global cyberspace. Cornell students will work in collaboration with UTS students on critical projects to be developed and shared online with the aim of fostering international dialogue among the first generation of “cyberthinkers.” Some of the artists to be studied can be previewed at: <http://contactzones.cit.cornell.edu/> and <http://ctheorymultimedia.cornell.edu>.

[ENGL 434 Electronic Art and Culture (IV)]

4 credits. Next offered 2003–2004.
T. Murray.]

[ENGL 437 Fiction(s) of Race, Fact(s) of Racism: Perspectives from South African and Afro-American Literatures @ (IV)]

4 credits. Next offered 2003–2004.
B. Jeyifo.]

ENGL 443 The Dandy in London and Dublin

Spring. 4 credits. S. Siegel.
The emergence of the figure of the dandy constituted a new cultural form. Our readings, drawn from novels and plays, memoirs, anecdotes, reviews, and graphic representations in the periodical press, will be guided by four questions: How does the word “dandy” behave in different temporal and geographical contexts? How and why does the form change? From whom were “dandies” thought to differ? How are we to understand the politics of this literary legend and of this cultural form? Changing perceptions of “gender” and “sexuality” will claim our attention throughout the semester. Readings will include Baudelaire, Beerbohm, Bulwer, Byron, Carlyle, Chesterfield, Brummell, Lover, Pater, Sheridan, Stein, Wilde, and Woolf.

Some familiarity with the history of England, with Anglo-Irish and Anglo-French relations, and a reading knowledge of French would be

helpful. There are, however, no prerequisites and students across the disciplines are welcome. Discussion, seminar presentations, and one paper.

[ENGL 446 Victorian Poetry # (IV)]

4 credits. Next offered 2003–2004.]

[ENGL 448 The American Short Story (IV)]

Fall, spring, or summer. 4 credits. Next offered 2003–2004.]

ENGL 452 Wilde and Woolf (also ENGL 652) (IV)

Spring. 4 credits. S. Siegel.
This seminar considers the question of style: what does the word mean; why has it claimed attention; how has it behaved in the work of two authors whose writings among their contemporaries marked distinctive departures? We explore Oscar Wilde and Virginia Woolf as readers of literary and social texts. Along the way, we direct our attention to the implicit expectations we bring to our understanding of “Victorians” and “Modernists.” Selections are drawn from the full range of Wilde’s and Woolf’s work. Our principal texts, however, are limited to a few essays by each author.

ENGL 453 Twentieth Century Women Writers of Color (also AAS 253, WOMNS 453) (IV)

Fall. 4 credits. Course requirements include class presentations, short responses to the readings, and a longer research essay.
S. Wong.

In this course, we read literature—primarily novels—produced by hemispheric American women writers of the mid- to late twentieth-century. We look at how these writings articulate concerns with language, home, mobility, and memory, and at how the work is informed by the specificities of gender, race, region and class. Readings may include work by Leslie Marmon Silko, Sandra Cisneros, Theresa Hak Kyung Cha, Jamaica Kincaid, Gwendolyn Brooks, Ann Petry, Fae Myenne Ng, Carolivia Herron, Helena Maria Viramontes, and Shani Mootoo.

[ENGL 454 American Musical Theatre (also MUSIC 490 and THETR 454) (IV)]

4 credits. Prerequisite: ENGL 272 or THETR 240–241 plus some ability to read music. Limited to 15 students. Next offered 2003–2004. S. McMillin.]

[ENGL 456 Postmodern Novel (also ENGL 656) (IV)]

4 credits. Next offered 2003–2004. M. Hite.]

ENGL 458 Imagining the Holocaust (also ENGL 658, JWST 458 and 658, COM L 483 and 683) (IV)

Spring. 4 credits. D. Schwarz.
What is the role of the literary imagination in keeping the memory of the Holocaust alive for our culture? We examine major and widely read Holocaust narratives which have shaped the way we understand and respond to the Holocaust. As we move further away from the original events, why do the kinds of narratives with which authors render the Holocaust horror evolve to include fantasy and parable? Employing both a chronological overview and a synchronic approach—which conceives of the authors having a conversation with one another—we discover recurring themes and structural patterns in the works we read.

We begin with first-person reminiscences—Wiesel’s *Night*, Levi’s *Survival at Auschwitz*,

and *The Diary of Anne Frank*—before turning to searingly realistic fictions such as Hersey's *The Wall*, Kosinski's *The Painted Bird*, and Ozick's "The Shawl." In later weeks, we explore diverse kinds of fictions and discuss the mythopoetic vision of Schwarz-Bart's *The Last of the Just*, the illuminating distortions of Epstein's *King of the Jews*, the Kafkaesque parable of Appelfeld's *Badenheim 1939*, and the fantastic cartoons of Spiegelman's *Maus* books. We shall also include Kineally's *Schindler's List*, which was the source of Spielberg's academy award-winning film, and compare the book with the film.

ENGL 459 Contemporary British Drama (IV)

Spring. 4 credits. S. McMillin.
English theatre in the second half of the twentieth century, with special attention to Tom Stoppard (*Arcadia*, *Rosencrantz and Guildenstern are Dead*), Harold Pinter (*The Homecoming*, *Mountain Language*, *Moonlight*), and Caryl Churchill (*Cloud Nine*, *Top Girls*), along with plays by Sarah Kane, David Edgar, Michael Frayn, Edward Bond, and Peter Shaffer. The importance of the Royal Court Theatre, the effect of The National Theatre and The Royal Shakespeare Company, the role played by the Fringe, and the political impact of Thatcherism and its aftermath are important considerations.

[ENGL 460 Riddles of Rhythm (IV)]

4 credits. Next offered 2003–2004.
D. Fried.]

[ENGL 462 Between Aztlan and Queens: Latina Culture and the Making of Space (also LSP 462) (IV)]

4 credits. Next offered 2003–2004.
M. P. Brady.]

[ENGL 464 Emerson and Poe (IV)]

4 credits. Next offered 2003–2004.
R. Morgan.]

[ENGL 466 James on Film (IV)]

4 credits. Next offered 2003–2004.
D. Fried.]

ENGL 467 Black Manhattan

Spring. 4 credits. N. Waligora-Davis.
This course examines the key figures, political movements, and the literary, cinematic, and musical traditions that emerge during the period of intense black artistic innovation known as the Harlem Renaissance. We will study black artistic productions of the 1920s and 1930s against the twinned impulses of Negrophobia and Negrophilia. Reading the work of DuBois, Hughes, Larsen, Cullen, McKay, Locke, Hurston, Toomer, Johnson, and Garvey alongside black cinematic and musical (jazz and blues) productions, we will take up the political and social implications of the "new Negro" and a distinctly African American modernist aesthetic. The course will examine the relationships among these artistic productions and emerging black nationalisms, black revolutionary tendencies, and radical black political philosophies. We will also be critical of the concept of "Harlem," a place around which myths and utopic desires of black possibility were configured, and a cityspace simultaneously transforming into a "ghetto." There will be two exams and a final research project.

[ENGL 468 Baldwin, Brooks, and Baraka (IV)]

4 credits. Next offered 2003–2004.
K. McClane.]

[ENGL 469 Faulkner (also AM ST 469) (IV)]

4 credits. Next offered 2003–2004.
H. Spillers.]

ENGL 470 Studies in the Novel: Experimental Novels by Twentieth Century Women (also WOMNS 470) (IV)

Fall. 4 credits. M. Hite.
Innovative (strange, difficult) prose narratives by Dorothy Richardson, Virginia Woolf, H. D. (Hilda Doolittle), Doris Lessing, Toni Morrison, Margaret Atwood, Angela Carter and Joanna Russ, along with some critical and theoretical readings. Seminar participants do a weekly e-mail assignment, and two class presentations—the first forming the basis for a 5–7 page midsemester paper, and a final paper of 15+ pages.

ENGL 471 Humor in Literature (IV)

Fall. 4 credits. A. Lurie.
Why do we laugh, and at what? Why do some works seem funny at certain periods and in certain social contexts? This course looks at different ways of answering these questions, and at different kinds of literary humor: romantic comedy, black comedy, farce, satire, parody, and nonsense. Among works that may be read are humorous folktales, comic verse, *A Midsummer Night's Dream*, *The Way of the World*, *Gulliver's Travels*, *Alice in Wonderland*, *The Importance of Being Earnest*, *Patience*, *Waiting for Godot*, and stories by James Thurber, Flannery O'Connor, Grace Paley, Philip Roth, Donald Barthelme, and Garrison Keillor.

ENGL 473 Sondheim and Musical Theatre (also MUSIC 495, THETR 472) (IV)

Fall. 4 credits. Limited to 15 students.
S. McMillin.
A seminar on the plays, lyrics, and music of Stephen Sondheim. The course takes up all of Sondheim's major works, with particular attention to *Company*, *Follies*, *A Little Night Music*, *The Frogs*, *Pacific Overtures*, *Sweeney Todd*, *Sunday in the Park with George*, and *Into the Woods*. Collateral assignments in Aristophanes, Rodgers and Hammerstein, Bergman's film *Smiles of a Summer Night*, Chekhov, Shaw, Shakespeare, Kabuki Theatre, Victorian Melodrama, and other topics which are at the basis of Sondheim's musicals. There is a focus on the formal differences between musical theatre and what is often called "legitimate" theatre. Prerequisite: ENGL 454, American Musical Theatre (also listed as THETR 454 and MUSIC 490), or similar background. Students must be able to read music and must be familiar with dramatic literature as a genre. Also open to graduate students who have a special reason to study Sondheim.

[ENGL 475 Studies in the Twentieth Century: Writers' Writers in Twentieth-Century Literature (IV)]

4 credits. Limited to 20 students. Next offered 2003–2004. L. Herrin.]

ENGL 476 Global Women's Literature (also WOMNS 476) (IV)

Spring. 4 credits. Requirements: active class participation, student presentations, a few short essays, and a final paper.
E. DeLoughrey.
This course focuses on contemporary women's writing in English from "postcolonial" regions such as the Pacific, Caribbean, India and Africa. During the

semester we look at how women from these regions depict the process of migration from within the nation (from rural to urban spaces) or from the "postcolony" to metropolises such as England. As women are generally associated with private, domestic space, this course explores the motifs of exile and border crossing and sketch out the ways in which gender, nation, and class inform "traveling theory." We read novels/poetry by Joan Riley, Merle Hodge, Patricia Grace, Miriama Ba, Anita Desai, and Grace Nichols, and align these texts with the theoretical works of James Clifford, Caren Kaplan, Paul Gilroy, and M. Nourbese Philip.

ENGL 479 Jewish-American Writing (also AM ST 479, JWST 478) (IV)

Fall. 4 credits. J. Porte.
A study of American writing from about 1895 to the present that is concerned with the Jewish experience in the New World. Some topics covered: immigrant life, gender issues, the conflict between religious and secular outlooks, political affiliation, the Great Depression, the Group Theater, anti-Semitism, Jewish life in the suburbs, the impact of the Holocaust, the "renewal" of Yiddish culture and religious interest. Authors to be studied will probably include: Abraham Cahan, Anzia Yezierska, Fannie Hurst, Henry Roth, Clifford Odets, Karl Shapiro, Alfred Kazin, Saul Bellow, Bernard Malamud, Philip Roth, Adrienne Rich, Ruth Whitman, and Cynthia Ozick. There will be opportunities for research in secondary sources and we may view some films on Jewish subjects.

ENGL 480–481 Seminar in Writing (IV)

Fall, 480; spring 481. 4 credits.
See complete description in section headed Creative Writing.

ENGL 483 Seminar in Comparative Twentieth-Century Anglophone Drama (IV)

Spring. 4 credits. B. Jeyifo.
The course explores 20th century Anglophone drama in diverse areas of the English-speaking world. Through works of Irish, African, Caribbean, and U.S. playwrights like Friel, Soyinka, Fugard, Walcott and Shange, the seminar is organized around two principal issues: the use of folk, ritual, vernacular and carnivalesque performance idioms to transform the received genre of Western literary drama; and, themes of empire, colony and postcolony in the making of the modern world. Some knowledge of classical and avant garde theories of drama and theatre is useful, but is not a prerequisite for this course.

ENGL 486 American Indian Women's Literature (also ENGL 686, AIS 486/686) (IV)

Fall. 4 credits. L. Donaldson.
This course surveys the origins and issues pertinent to the development of women's literatures in a number of different American Indian cultures. It considers traditional modes of expression such as women's songmaking, weaving, basketmaking and storytelling as well as the influence and appropriation of European literary forms such as the novel. The course is loosely chronological, although we spend the first part of the semester attending to Native paradigms of cultural production. We read a diverse range of materials, including novels, autobiography, poetry, and short stories. By the end of the course, students should be able to identify and articulate not only the pressing historical and

literary/cultural issues pertaining to American Indian women's writing but also the major figures of this field. Students have the opportunity to read one work of their own choosing. Course texts include Betty Louise Bell (Cherokee), *Faces in the Moon*; Louise Erdrich (Chippewa), *Tracks*; Luci Tapahonso (Navajo), *Saanitii Dabataal/ The Women Are Singing: Poems and Stories*; Linda Hogan (Chickasaw), *Solar Storms*; Mourning Dove (Salish), *Cogawea: The Halfblood*; Wendy Rose (Hopi/Miwok), *Bone Dance: Selected Poems*; Leslie Marmon Silko (Laguna Pueblo), *Yellow Woman* (ed. Melody Graulich); Elizabeth Woody (Yakama/Warm Springs), *Seven Hands, Seven Hearts: Prose and Poetry*; and Joy Harjo (Muscogee), *The Woman Who Fell From The Sky*.

ENGL 487 Writing About Literature (IV)

Fall. 4 credits. F. Bogel.
Why do we write about literature and "interpret" it instead of just "reading" it? Are some interpretations better than others? Truer? If there are many different modes of criticism, does the field of "English" have a coherent identity? This course does not conduct a broad survey of theories but investigate a few critical approaches and attempt to apply them practically to a small selection of literary texts. The aim is less an acquaintance with theory than an enlargement of critical possibilities and a reflection on the undertaking of literary interpretation itself. The critical schools explored include a few of the following: New Criticism (American Formalism), structuralism, deconstruction, feminism, and New Historicism. Literary texts will likely include a Shakespeare play, a variety of poems by authors including Donne, Shakespeare, Herrick, Pope, Coleridge, Dickinson, Plath, Lowell, Roethke, and Ammons and several short works of fiction, including Conrad's *Heart of Darkness*.

ENGL 488 Contemporary Poetry and Poetics (also ENGL 697, COM L 674, GERST 674, SPANL 674) (IV)

Spring. 4 credits. J. Monroe.
For course description, see COM L 674.

[ENGL 490 Literatures of the Archipelagoes: Caribbean and Pacific "Tidialectics" @ (IV)]

4 credits. Next offered 2003-2004.
E. DeLoughrey.]

ENGL 491 Honors Seminar I

Fall. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor.
S. McMillin.

Shakespeare: Problem Plays, *Hamlet*, *Troilus, Measure for Measure*, and others. Close reading of a group of Shakespeare's plays which have always puzzled people for their abnormality. *Measure for Measure*, *Hamlet*, and *Troilus and Cressida* are central. *Coriolanus* and *Cymbeline* are possibilities, and *The Rape of Lucrece* will certainly be worked in. The main critical and theoretical approaches are reviewed, and students work up to a long term paper.

ENGL 492 Honors Seminar II

Spring. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor. Course requirements include, in addition to rigorous reading, two shorter papers and one lengthy term paper.

Section I: Progenitors of Frankenstein C. Chase.

A study of the original *Frankenstein*, Mary Wollstonecraft Shelley's novel written in 1818. We read some of the works that loomed large in Mary Shelley's reading or belong to the novel's intellectual and psychological background, such as her mother Mary Wollstonecraft's *A Vindication of the Rights of Woman*, Godwin's *Memoirs of the Author of A Vindication of the Rights of Woman*, parts of Jean-Jacques Rousseau's *Confessions* and a novel about education, and work by Percy Bysshe Shelley. The seminar centers, however, on *Frankenstein* itself.

Section II: Experimental Long Novel M. P. Brady.

This course examines a selection of capacious, experimental novels. Beginning with one of the more famous examples of this genre, Herman Melville's *Moby-Dick*; or, *The Whale*, and moving to contemporary texts (perhaps including novels by Ralph Ellison, Leslie Marmon Silko, Don DeLillo, Gayl Jones) we explore the narrative experimentation, stylistic shifts, and challenges that the long novel uniquely offers. We also use this course as the occasion to study the history of the novel and narrative theory more generally (including work by Hutcheon, Bakhtin, Barthes, Chambers).

ENGL 493 Honors Essay Tutorial I

Fall or spring. 4 credits. Prerequisites: senior standing and permission of director of the Honors Program.

ENGL 494 Honors Essay Tutorial II

Fall or spring. 4 credits. Prerequisites: ENGL 493 and permission of director of the Honors Program.

ENGL 495 Independent Study

Fall or spring. 2-4 credits. Prerequisites: permission of departmental adviser and director of undergraduate studies.

Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

Graduate English Courses for 2002-2003

Fall

ENGL 585 Linguistic Theory and Poetic Structure (also ENGL 296, LING 285/585)

J. Bowers.

ENGL 600 Colloquium for Entering Students

R. Gilbert.

ENGL 602 Literature and Theory (also ENGL 302, COM L 302/622)

J. Culler.

ENGL 603 The Roman de la Rose and Its Tradition

W. Wetherbee.

ENGL 608 Narratives of the University (also ENGL 407, S HUM 408)

J. Williams.

ENGL 611 Old English (also ENGL 311)

T. Hill.

ENGL 617 Early Medieval Archaeology and Literature (also ENGL 417, ARKEO 417/617)

R. Farrell.

ENGL 627 Shakespeare: The Greek and Roman Plays

B. Correll.

ENGL 632 Studies in Eighteenth-Century Literature: Colonialism and Eighteenth-Century Literature

L. Brown.

ENGL 639 Studies in Romantic Literature: Writers of the 1790s

R. Parker.

ENGL 645 England and the Empire: 1830-1900

P. Sawyer.

ENGL 650 Modernism: Theory and Practice

D. Mao.

ENGL 651 The Sexual Child (also WOMNS 651)

E. Hanson.

ENGL 681 Prosody

D. Fried.

ENGL 686 American Indian Women's Literature (also ENGL 486, AIS 486/686)

L. Donaldson.

ENGL 693 Gender, Globalization, and Latina/o Literature (also LSP 693)

M. P. Brady.

ENGL 695 Theories of Identity

S. Mohanty.

ENGL 759 Virginia Woolf

M. Hite.

ENGL 780.01 MFA: Poetry Seminar

P. Janowitz.

ENGL 780.02 MFA: Fiction Seminar

S. Vaughn.

ENGL 785 Reading for Writers: Poetry

A. Fulton.

Spring

ENGL 606 Prestige in American Literary Realism (also ENGL 419, SHUM 419)

P. Barrish.

ENGL 612 Beowulf

R. Farrell.

ENGL 615 Piers Plowman

T. Hill.

ENGL 616 The Development of Print Cultures

N. Saccamano.

ENGL 625 Renaissance Lyric (also ENGL 423)

B. Correll.

ENGL 643 Secrecy and Scandal

J. Adams.

ENGL 652 Wilde and Woolf (also ENGL 452)

S. Siegel.

ENGL 658 Imagining the Holocaust (also ENGL 458, JWST 458/658, COM L 483/683, and GERST 457/657)

D. Schwarz.

ENGL 659 Women, Fiction, and the Imperial Enterprise

K. McCullough.

ENGL 662 American Violence

S. Samuels.

ENGL 670 Joyce's *Ulysses* and the Modern Tradition

D. Schwarz.

ENGL 677 Medieval and Renaissance Drama (also ENGL 372, THEAT 372)

A. Galloway.

ENGL 682 Hopkins and Baudelaire (also COM L 684)

J. Culler.

ENGL 683 Judaism and Modernism (also COM L 644)

W. Cohen.

ENGL 687 Race Matters

N. Waligora-Davis.

ENGL 689 Asian American Literature

S. Wong.

ENGL 696 Digital Bodies, Virtual Identities

T. Murray.

ENGL 697 Contemporary Poetry and Poetics (also ENGL 488, COM L 674, SPANL 674, GERST 674)

J. Monroe.

ENGL 781.01 MFA: Poetry Seminar

Staff.

ENGL 781.02 MFA: Fiction Seminar

D. McCall.

ENGLISH AS A SECOND LANGUAGE

See English for Academic Purposes.

See Intensive English Program.

ENGLISH FOR ACADEMIC PURPOSES

D. Campbell, director; S. Schaffzin, I. Arnesen, fall; F-H Yap, spring

Note: Courses and credits do not count toward the B.A. degree.**ENGLF 205 English as a Second Language**

Fall. 4 credits. Prerequisite: placement by examination. S. Schaffzin.

An all-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

ENGLF 206 English as a Second Language

Spring. 3 credits. Prerequisite: ENGLF 205 or placement by examination. S. Schaffzin. A writing class for those who have completed ENGLF 205 and need further practice, or for those who place into the course. Individual conferences are also included.

ENGLF 209 English as a Second Language

Fall or spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in classroom speaking and in informal conversational English techniques for gaining information. Students also practice giving informal presentations. Individual conferences with the instructor supplement class work.

ENGLF 210 English as a Second Language

Spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information to a group. Presentations are videotaped and reviewed with the instructor. Individual conferences supplement class work.

ENGLF 211 English as a Second Language

Fall, spring, or summer. 3 credits.

Prerequisite: placement by examination.

D. Campbell.

Academic writing with emphasis on improving organization, grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

ENGLF 212 English as a Second Language

Spring. 3 credits. Prerequisite: permission of instructor. Enrollment is restricted to 12 on a first-come, first-served basis.

D. Campbell.

Research paper writing. For the major writing assignment of this course, the students must have a real project that is required for their graduate work. This can be a thesis proposal; a pre-thesis; part of a thesis, such as the literature review or discussion section; a paper for another course or a series of shorter papers (with permission of the other instructor); or a paper for publication. Time limitations make it difficult to deal with work over 20 pages in length. Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences are a necessary part of the course. Separate sections for Social Sciences/Humanities and for Science/Technology.

ENGLF 213 Written English for Non-Native Speakers

Spring. 3 credits. Prerequisite: permission of instructor. S. Schaffzin.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who want to refine and develop their ability to express themselves clearly and effectively. Individual conferences supplement class work.

First-Year Writing Seminar**ENGLB 115-116 English for Later Bilinguals**

For description, see first-year writing seminar brochure.

FALCON PROGRAM (INDONESIAN)

See Department of Asian Studies.

FEMINIST, GENDER & SEXUALITY STUDIES

Core Faculty: K. Abrams, S. Bem, L. Beneria, L. Bogel, J. Brumberg, D. Castillo, I. DeVault, S. Feldman, M. Fineman, J. Fortune, N. Furman, J. E. Gainor, J. Ginsburg, E. Hanson, N. Hirschmann, M. Katzenstein, K. March, C. A. Martin, S. McConnell-Ginet, K. McCullough, M. B. Norton, D. Reese, S. Samuels, D. Schrader, A. M. Smith, A. Villerajo, R. Weil

Cross-listing Faculty: A. Adams, D. Bem, A. Berger, J. Bernstock, F. Blau, M. Brinton, L. Brown, L. Carrillo, C. Chase, M. Clarkberg, B. Correll, E. DeLoughrey, M. Evangelista, J. Farley, K. Graubart, K. Haines-Eitzen, M. Hite, P. Hymans, J. Jennings, C. Lazzaro, T. Loos, T. McNulty L. Meixner, J. Peraino, G. Rendsburg, M. Rossiter, N. Russell, S. Sangren, R. Savin-Williams, R. Schneider, L. Shapiro, M. Steinberg, S. Szelenyi, M. Warner, M. Washington, B. Wejnert, J. Whiting, L. Williams, M. Woods, S. Wong

Introduction to the Program

The Feminist, Gender & Sexuality Studies Program is an interdisciplinary program in the College of Arts & Sciences that seeks to deepen our understanding of how gender and sexuality are ubiquitously intertwined with structures of power and inequality. Central to the curriculum are the following overarching assumptions:

That definitions of sex, gender, and sexuality are neither universal nor immutable, but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;

That gender and sexuality are best understood when examined in relation to one another, in relation to the oppression of women and sexual minorities (e.g., lesbians, gays, bisexuals, transgendered and transsexual people), and in relation to other structures of privilege and oppression, especially racism and class exploitation; and

That even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought, but emerges instead out of particular historical and political contexts. **A historical footnote:** Established in 1972 as one of the byproducts of the Women's Liberation Movement, the Cornell Feminist, Gender & Sexuality Studies Program was initially called *Women's Studies* so as to explicitly name the group rendered invisible by (what was then almost always referred to as) the "patriarchy"—and also so as to highlight that it would be speaking from the perspective of the traditionally marginalized Other rather than from the perspective of the group presumed by the dominant paradigm to neutrally represent humankind (i.e., men). But the name quickly became controversial, not only because it suggested that the objects of study, as well as those undertaking the studies, were exclusively women, but also because it did nothing to discourage the common assumption that the women in question were white, middle-class, and heterosexual. To expand and institutionalize the sexuality component of the Program, a minor in Lesbian Bisexual and Gay Studies was established at both the graduate and undergraduate levels in the early 1990s. To shift the emphasis of the program

even further toward the intertwining of gender and sexuality with structures of power and inequality, in 2002 the program changed its name from Women's Studies to Feminist, Gender & Sexuality Studies.

Program Offerings

The Feminist, Gender & Sexuality Studies Program (FGSS) will begin to offer a much-revised undergraduate major and concentration as soon as these are approved by the state of New York. These new offerings have already been approved by the College of Arts and Sciences. Very briefly, the new FGSS major requires 36 credits including 201 (Intro to FGSS), 202 (Intro to FGS Theories), and 400 (Sr. Seminar in FGSS), plus additional FGSS courses with a significant focus on each of the following: (a) LBG Studies; (b) Intersecting Structures of Oppression—Race, Ethnicity, and/or Class; and (c) Global Perspectives: Africa, Asia, Latin America, or Middle East, by itself or in a comparative or transnational framework. Contact the FGSS office (255-6480) for more detailed descriptions of these new offerings and for updated information about their approval status. Until these new offerings are approved, FGSS will continue to offer both a Women's Studies major and a Women's Studies concentration, as described below. Students already majoring or concentrating in Women's Studies when the new FGSS major and concentration go into effect will be able to complete their Women's Studies program as planned or switch to an FGSS program if they prefer.

The Undergraduate Major: Women's Studies

The questions posed by feminist inquiry cannot be answered from within any single discipline or even from a simple combination of two or more disciplines. For that reason, the women's studies major provides students with a basic groundwork in the interdisciplinary field of women's studies and then requires each student to construct an advanced and individually tailored program of study on a topic, in a discipline, or in a combination of disciplines of special interest to the student alone.

Rather than specifying a particular sequence of required courses for each and every student, the women's studies major gives students a starting point in women's studies, an active advisory structure to help them shape a curriculum, and an ongoing impetus to reflection about their entire program of undergraduate study.

In designing their major, students should keep in mind that there are comparatively few graduate programs offering a degree in women's studies itself. Accordingly, undergraduates wishing to major in women's studies should talk at length with their faculty adviser about how to design a program of study that will best qualify them for entry into either a job or a postgraduate degree program when they leave Cornell. Undergraduates who might want to do graduate study within a discipline will need to develop a certain level of disciplinary specialization at the undergraduate level. This can be done either by supplementing the women's studies major with a carefully selected cluster of courses in that discipline or by pursuing a double major. Students wishing to apply their interest in Women's Studies to other professional arenas may similarly select focused coursework in their fields or consider supplementing their studies through internships or other work experiences.

Requirements for a Women's Studies Major

1. Prerequisite courses: before applying to the major, the student must complete any two Women's Studies courses with a grade of B- or better. Suggested entry-level courses for 2002-2003 include: any class at the 200 level, especially 210 and 211. These courses would count both as prerequisites and as part of the women's studies major. First-Year writing seminars, in contrast, would count as prerequisite courses but not as part of the major.
2. Required course work:
 - a. A minimum of 36 credits in women's studies is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. Although there is no single women's studies course that is required of all students, every major must complete a program of study that is both graduated in difficulty and interdisciplinary in scope—a program, in other words, that reflects both the breadth and the depth of women's studies scholarship. This program of study should be developed in consultation with the director of undergraduate studies and must include advanced work at the 300 level or above.
 - b. Students may count up to three courses outside women's studies toward the major if those courses are approved by the director of undergraduate studies as constituting a meaningful component of the student's women's studies curriculum. To facilitate the coordination of a women's studies major with other majors in the college, students may also count toward the major up to three women's studies courses that are simultaneously being counted toward a second major.
3. The Honors Program: to graduate with honors, the major in women's studies must complete a senior thesis under the supervision of a women's studies faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their women's studies major. Students interested in the Honors Program should consult the Director of Undergraduate Studies (DUS) late in the spring semester of their junior year or very early in the fall semester of their senior year. For more information about the Honors Program, see WOMNS 400 and the "Guidelines For a Senior Honors Thesis" available in the Women's Studies Program office.

The Women's Studies Concentration

Undergraduate students in any college at Cornell can concentrate in Women's Studies in conjunction with a major defined elsewhere in the university. The concentration consists of four courses in Women's Studies completed with a grade of C- or above, no more than two of which can come from a single discipline and none of which should overlap with the major. In rare cases, the DUS may allow one class from within a student's major to count toward the requirements for the concentration. Students should not assume the

waiver will be granted, and they must petition the DUS with this request before the beginning of their final semester of study. Freshman writing seminars cannot be included within the four required courses. Students wishing to concentrate in Women's Studies should see the DUS.

The LBG Concentration

Women's Studies serves as home to the Lesbian, Bisexual, and Gay Studies Program, which offers an undergraduate concentration as well as a graduate minor. The LBG undergraduate concentration consists of four courses. For a complete listing of all courses that will fulfill this concentration please see the LBG Studies portion of this catalog.

I. First-Year Writing Seminars

WOMNS 106 FWS: Women and Writing (also ENGL 105)

Fall and spring. 3 credits. Staff.
For description, see ENGL 105.

WOMNS 120 FWS: Butches, Bitches, and Buggers: A Survey of Queer Drama (also THETR 120)

Fall, spring. 3 credits. M. Gualtieri.
For description, see THETR 120

WOMNS 178 FWS: Queer Theory (also ENGL 178 and FILM 178)

Spring. 3 credits. E. Hanson.
For description, see ENGL 178.

II. Courses

WOMNS 108 Social Inequality (also SOC 108)

Fall. 3 credits. M. Brinton.
For description, see SOC 108.

WOMNS 206 Gender and Society (also R SOC 206)

Spring. 3 credits. B. Wejnert.
For description, see R SOC 206.

WOMNS 210 Introduction to Feminist Theory (IV)

Fall. 4 credits. A. Villarejo.
This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention is paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings draw on work in various disciplines and include literary texts and visual images.

WOMNS 211 Introduction to Women's Studies (III or IV)

Fall. 3 credits. K. McCollough.
Introduction to Women's Studies is a multidisciplinary approach to understanding the experiences, historical conditions, and concerns of women, both in the present and the past. As the academic manifestation of feminism, women's studies offers a range of perspectives (from liberal to radical) but focuses, in general, on understanding the sources of women's oppression in order to eliminate these sources.

[WOMNS 212 African American Women: Twentieth Century (also HIST 212 and AM ST 212)]

4 credits. Not offered 2002-2003.
M. Washington.]

WOMNS 214 Biological Basis of Sex Differences (also BIOAP 214 and B&SOC 214)

Spring. 3 credits. J. Fortune.
For description, see BIOAP 214.

WOMNS 234 Gender in Early Modern Europe (also HIST 234)

Fall. 4 credits. R. Weil.
For description, see HIST 234.

WOMNS 241 New York Women (also HIST 241)

Spring. 3 credits. M. Rossiter.
For description, see HIST 241.

WOMNS 244 Language and Gender Relations (also LING 244)

Fall. 4 credits. S. McConnell-Ginet.
For description, see LING 244.

WOMNS 246 Contemporary Narratives by Latina Writers (also SPANL 246 and LSP 246)

Fall. 3 credits. L. Carrillo.
For description, see SPANL 246.

WOMNS 249 Feminism and Philosophy (also PHIL 249)

Fall. 4 credits. N. Sethi.
For description, see PHIL 249.

WOMNS 251 Twentieth-Century Women Novelists (also ENGL 251)

Fall. 4 credits. E. Deloughrey.
For description, see ENGL 251.

[WOMNS 253 Gender and the Life Course (also HD 253)]

3 credits. Not offered 2002–2003.
P. Palmieri.]

[WOMNS 262 Introduction to Asian American Literature (also ENGL 262, ASIAN 262, AM ST 262)]

4 credits. Not offered 2002–2003. S. Wong.]

[WOMNS 273 Women in American Society, Past and Present (also HIST 273)]

4 credits. Not offered 2002–2003.
M. B. Norton.]

[WOMNS 277 Social Construction of Gender (also PSYCH 277)]

3 credits. Not offered 2002–2003. S. Bem.]

[WOMNS 279 Queer Fiction (also ENGL 278)]

4 credits. Not offered 2002–2003.
E. Hanson.]

WOMNS 280 Introduction to Lesbian Fiction (also ENGL 279)

Fall. 4 credits. K. McCullough.
For description, see ENGL 279.

WOMNS 285 Gender and Sexual Minorities (also HD 284)

Fall. 3 credits. R. Savin-Williams.
For description, see HD 284.

WOMNS 307 African-American Women in Slavery and Freedom (also HIST 303 and AS&RC 307)

Fall. 4 credits. M. Washington.
For description, see HIST 303.

WOMNS 309/509 The Sociology of Marriage (also SOC 309/509)

Spring. 3 credits. M. Clarkberg.
For description, see SOC 309/509.

[WOMNS 314/514 Gender and Work (also SOC 314/514)]

4 credits. Not offered 2002–2003.
M. Brinton.]

WOMNS 316 Gender Inequality (also SOC 316)

Fall. 3 credits. S. Szelelyi.
For description, see SOC 316.

[WOMNS 320 Queer Theater (also FILM 320)]

4 credits. Not offered 2002–2003.
J. E. Gainor.]

WOMNS 321/631 Sex and Gender in Cross-Cultural Perspective (also ANTHR 321/621)

Fall. 4 credits. K. March.
For description, see ANTHR 321/621.

WOMNS 322 Women in the Hebrew Bible (also NES 320 and JWST 320)

Spring. 3 credits. G. Rendsburg.
For description, see NES 320.

[WOMNS 326 Women in the Hebrew Bible-Seminar (also NES 326 and JWST 326)]

1 credit. Not offered 2002–2003.
G. Rendsburg.]

[WOMNS 327 Shakespeare: Gender and Power (also ENGL 327)]

4 credits. Not offered 2002–2003.
B. Correll.]

WOMNS 344 Male and Female in Chinese Culture and Society (also ANTHRO 344)

Fall. 4 credits. S. Sangren.
For description, see ANTHRO 344.

WOMNS 348 Studies in Women's Fiction (also ENGL 348)

Spring. 4 credits. L. Brown.
For description, see ENGL 348.

[WOMNS 353 Feminism: State and Public Policy (also GOVT 353)]

4 credits. Not offered 2002–2003.
M. Katzenstein.]

WOMNS 355 Decadence (also ENGL 355 and COM L 355)

Fall. 4 credits. E. Hanson.
For description, see ENGL 355.

[WOMNS 359 Introduction to Political Feminist Thought (also GOVT 369)]

4 credits. Not offered 2002–2003.
N. Hirschmann.]

WOMNS 360 Gender and Globalization (III)

Fall. 3 credits. L. Beneria.
This course will invite students to think globally about gender issues and to trace the connections between global, national, and local perspectives. Emphasis is given to: a) understanding processes of globalization (economic, political, cultural); b) discussing the ways in which these processes interact with the dynamics of gender differentiation; c) understanding how globalization has affected women's and men's paid and unpaid work; d) discussing the significance of women's location in global markets; e) looking at the importance of culture and the social construction of gender in shaping the ways in which globalization affects people's lives and gender relations; f) introducing regional differences and similarities; g) discussing the gender dimensions in the debates on "the clash of civilizations;" h) introducing questions of global governance and examining specific cases that illustrate women's role in the shaping of international debates. The course combines theoretical and empirical readings/discussions.

WOMNS 361 Impressionism in Society (also ART H 362)

Spring. 4 credits. L. Meixner.
For description, see ART H 362.

[WOMNS 366 Women at Work (also IILHR 366)]

3 or 4 credits. Not offered 2002–2003.
J. Farley.]

[WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368 and RELST)]

4 credits. Not offered 2002–2003.
P. Hyams.]

[WOMNS 369 Studies in Film Analysis: Fast-Talking Dames and Sad Ladies (also ENGL 369 and FILM 367)]

3 credits. Not offered 2002–2003. L. Bogel.]

[WOMNS 370 Nineteenth-Century Novel (also ENGL 370)]

4 credits. Not offered 2002–2003.
E. Hanson.]

WOMNS 377 Concepts of Race and Racism (also GOVT 377)

Spring. 4 credits. A. M. Smith.
For description, see GOVT 377.

WOMNS 378 Topics in U.S. Women's History (also HIST 378 and AM ST 378)

Fall. 4 credits. M. B. Norton.
For description, see HIST 378.

WOMNS 384 History of Women and Unions (also ILRCB 384)

Spring. 4 credits. I. DeVault.
For description, see ILRCB 384.

WOMNS 391 Fictions of Self (also FRLIT 391)

Fall. 4 credits. T. McNulty.
For description, see FRLIT 391.

[WOMNS 394 Gender and Sexuality in Early Christianity (also NES 394 and RELST 394)]

4 credits. Not offered 2002–2003.
K. Haines-Eitzen.]

[WOMNS 396 Introduction to Global Women's Literature (also ENGL 396)]

4 credits. Not offered 2002–2003.
E. DeLoughrey.]

WOMNS 400 Senior Honors Thesis

Fall and spring. 2–8 credits. For Women's Studies seniors only. Permission of Women's Studies faculty member required. Student must carry a GPA of 3.0 in all subjects and a 3.3 in Women's Studies. Staff.

Both the form of theses, and the nature and extent of contact between student and adviser, will depend on mutual agreement between the two. In one common scenario, the student will write an essay of approximately 50 pages in length, drafted and revised in a series of carefully planned stages over the course of two semesters, with an outline expected on approximately Sept. 15 and a draft of the first chapter on approximately November 15. An "R" grade will be assigned at the end of the fall semester and a letter grade on completion of the project at the end of the spring semester.

[WOMNS 401 New Women in the 'New' New York (also S HUM 405 and ARCH 690)]

4 credits. Not offered 2002–2003; next offered fall 2003. M. Woods.]

WOMNS 403 Love, Sex, and Song in the Middle Ages (also MUSIC 494)

Fall. 4 credits. J. Peraino.
For description, see MUSIC 494.

[WOMNS 404 Women Artists (also ART H 466)]

4 credits. Not offered 2002-2003.
J. Bernstock.]

[WOMNS 405/605 Domestic Television]

4 credits. Not offered 2002-2003.
A. Villarejo.

This course is a seminar on television as technology and cultural form, focusing on the "domestic" as a synonym for gendered value-coding, an axis of the international division of labor (and questions of television's dissemination and circulation), and a site for historical exploration. The course balances readings in television and cultural theory (Spigel, Dienst, Merck, Williams, Feuer, Modleski, Mellencamp, Shattuc, Spivak, and others) with close analysis of television as information, entertainment, furniture, technology, text, genre, flow, channel, and circuit of production of the commodity audience. Students may enroll in either undergraduate or graduate level with graduate students submitting a longer paper and doing supplementary readings.]

[WOMNS 406 The Culture of Lives (also ANTHR 406)]

4 credits. Not offered 2002-2003; next offered spring 2004. K. March.]

[WOMNS 408 Gender Symbolism (also ANTHR 408)]

4 credits. Not offered 2002-2003; next offered spring 2004. K. March.]

[WOMNS 416 Gender and Sex in South East Asia (also HIST 416)]

4 credits. Not offered 2002-2003. T. Loos.]

[WOMNS 427 Shakespeare: Gender, Sexuality, Cultural Politics (also ENGL 427 and FILM 427)]

4 credits. Not offered 2002-2003.
B. Correll.]

[WOMNS 433 The Female Dramatic Tradition (also FILM 436)]

4 credits. Not offered 2002-2003.
J. E. Gainor.]

[WOMNS 438 Female Adolescence in Historical Perspective, 1815-1960 (also HD 417, HIST 458 and AM ST 417)]

3 credits. Not offered 2002-2003.
J. Brumberg.]

[WOMNS 441 Theatre of Commodities: Feminism, Advertising, T. V., and Performance (also THETR 439)]

4 credits. Not offered 2002-2003.
R. Schneider.]

[WOMNS 443 The Novels of George Elliot (also ENGL 444)]

4 credits. Not offered 2002-2003; next offered 2005. C. Chase.]

[WOMNS 444 Historical Issues of Gender and Science (also S&TS 444)]

4 credits. Not offered 2002-2003.
M. Rossiter.]

WOMNS 446 Women in the Economy (also ILRLE 445 and ECON 457)

Fall. 4 credits. F. Blau.
For description, see ILRLE 445.

WOMNS 450/650 Gender and Clinical Psychology (also PSYCH 450/650)

Fall. 4 credits. S. Bem.
For description, see PSYCH 450/650.

[WOMNS 451 Women in Italian Renaissance Art (also ART H 450)]

4 credits. Not offered 2002-2003.
C. Lazzaro.]

[WOMNS 454 Opera, History, Politics, Gender (also HIST 456, S HUM 459, COM L 459, and ITAL 456)]

4 credits. Not offered 2002-2003.
M. Steinberg, S. Stewart.]

[WOMNS 463 The Politics of Contemporary Feminist Theory (also GOVT 463)]

4 credits. Not offered 2002-2003.
N. Hirschmann.]

[WOMNS 464 Gender and Politics in the Roman World (also CLASS 463 and HIST 463)]

4 credits. Not offered 2002-2003; next offered spring 2004. J. Ginsburg.]

WOMNS 465 Feminist Theory/Lesbian Theory (also COM L 465 and GERST 465)

Spring. 4 credits. A. Villarejo.
This seminar explores developments in feminist theory, primarily in the United States from the 1950s through the mid-1990s. We also trace the changing status of "lesbianism" in feminist theories over that same time period and examine its status in current constructions of "queer theory." What happens to the relationship between feminist theory and lesbian thought when "queer theory" emerges? The purpose of the course is to encourage critical, historically informed readings of what could be considered canonical texts and crucial junctures in Second Wave feminist thought, many of which remain unfamiliar even to Women's Studies students.

WOMNS 467 Sexual Minorities and Human Development (also HD 464)

Spring. 3 credits. R. Savin-Williams.
For description, see HD 464.

WOMNS 468 Radical Democratic Feminisms (also GOVT 467)

Spring. 4 credits. A. M. Smith.
For description, see GOVT 467.

[WOMNS 469/669 Gender and Age in Archeology (also ANTHR 469/669)]

4 credits. Not offered 2002-2003.
N. Russell.]

WOMNS 470 Studies in the Novel: Experimental novels by 20th Century Women (also ENGL 470)

Fall. 4 credits. M. Hite.
For description, see ENGL 470.

WOMNS 476 Global Women's Literature: (En) Gendering Space (also ENGL 476)

Spring. 4 credits. E. DeLoughrey.
For description, see ENGL 476.

[WOMNS 478 19th Century French Women Writers (also FRLIT 480)]

4 credits. Not offered 2002-2003.
A. Berger.]

[WOMNS 480 Gender Adjudicated (also HIST 480)]

4 credits. Not offered 2002-2003. T. Loos.]

WOMNS 481 Latin American Women Writers (also SPANL 492 and COM L 482)

Fall. 4 credits. D. Castillo.
For description, see SPANL 492.

[WOMNS 487 Gender, Nationalism, and Conflict (also GOVT 486)]

4 credits. Not offered 2002-2003.
M. Katzenstein and M. Evangelista.]

WOMNS 488/688 Beliefs, Attitudes, and Ideologies (also PSYCH 489/689)

Fall. 4 credits. D. Bem.
For description, see PSYCH 489.

WOMNS 491/691 Femininity, Ethics, and Aesthetics (also FRLIT 491/691)

Fall. 4 credits. T. McNulty.
For description, see FRLIT 491.

[WOMNS 493 French Feminisms (also FRLIT 493)]

4 credits. Not offered 2002-2003.
N. Furman.]

[WOMNS 494 Music and Queer Identity (also MUSIC 492)]

4 credits. Not offered 2002-2003.
J. Peraino.]

WOMNS 496 Women and Music (also MUSIC 493)

Spring. 4 credits. J. Peraino.
For description, see MUSIC 493.

WOMNS 499 Directed Study

Fall and spring. Variable credit. Prerequisites: 1 course in women's studies and permission of a faculty member of the Women's Studies Program Board. Staff.

[WOMNS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies]

4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor. Not offered 2002-2003. Staff.

The purpose of this course is to expose graduate students to interdisciplinary approaches in Women's Studies and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in Women's Studies and students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in Women's Studies.]

[WOMNS 608 African-American Women (also HIST 608)]

4 credits. Not offered 2002-2003.
M. Washington.]

[WOMNS 610 Sexuality and the Politics of Representation]

4 credits. Not offered 2002-2003.
A. Villarejo.

The seminar explores contexts for critical work on sexuality and film/video. Beginning with the texts of Foucault, Freud, Lacan, Jacqueline Rose, and Jeffrey Weeks, the course examines the uses and abuses of psychoanalytic theory, as well as the regulation of sexuality in the past century. "Sexuality" is not, however, a simple

abstraction, and its coherence is put to the test through the dual lenses of Marxism and poststructuralism throughout the second half of the course, with readings from Gramsci, Deleuze and Guattari, Lyotard, and others. Films include *Blonde Venus*, *Trash*, *The Night Porter*, *Ali: Fear Eats the Soul*, *Written on the Wind*, and others.]

WOMNS 612 Population and Development in Asia (also R SOC 612)

Spring. 3 credits. L. Williams.
For description, see R SOC 612.

[WOMNS 613 The Political Economy of Gender and Work (also CRP 613)]

3 credits. Not offered 2002–2003.
L. Beneria.]

WOMNS 614 Gender and International Development (also CRP 614)

Spring. 3 credits. L. Beneria.
For description, see CRP 614.

WOMNS 624 Epistemological Development and Reflective Thought (also EDUC 614)

Fall. 3 credits. D. Schrader.
For description, see EDUC 614.

[WOMNS 625 Self and Interpersonal Development (also EDUC 615)]

4 credits. Not offered 2002–2003; next offered spring 2004. D. Schrader.]

[WOMNS 626 Graduate Seminar in the History of American Women (also HIST 626)]

4 credits. Not offered 2002–2003.
M. B. Norton.]

[WOMNS 636 Comparative History of Women and Work (also ILRCB 636)]

4 credits. Not offered 2002–2003; next offered spring 2004. I. DeVault.]

[WOMNS 644 Topics in the History of Women in Science (also S&TS 644)]

4 credits. Not offered 2002–2003.
M. Rossiter.]

WOMNS 651 The Sexual Child (also ENGL 651)

Fall. 4 credits. E. Hanson.
For description, see ENGL 651.

[WOMNS 654 Queer Theory (also ENGL 654 and COM L 654)]

4 credits. Not offered 2002–2003.
E. Hanson.]

[WOMNS 656 Decadence (also ENGL 655 and COM L 655)]

4 credits. Not offered 2002–2003.
E. Hanson.]

[WOMNS 661 Cinematic Desire (also ENGL 660 and AM ST 662)]

4 credits. Not offered 2002–2003.
E. Hanson.]

[WOMNS 670 Feminist Political Theory (Graduate Seminar) (also GOVT 671)]

4 credits. Not offered 2002–2003.
N. Hirschmann.]

[WOMNS 671 Feminist Methods (also R SOC 671)]

4 credits. Not offered 2002–2003.
S. Feldman.]

[WOMNS 692 Hispanic Feminisms (also SPANL 690)]

4 credits. Not offered 2002–2003.
D. Castillo.]

WOMNS 699 Topics in Women's Studies

Fall and spring. Variable credits. Staff.
Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of Women's Studies who has agreed to supervise the course work.

[WOMNS 733 Literary Anti-Feminism (also ENGL 733)]

4 credits. Not offered 2002–2003.
L. Brown.]

[WOMNS 762 Sexuality and the Law (also GOVT 762)]

4 credits. Not offered 2002–2003.]

FILM

See Department of Theatre, Film and Dance.

FIRST-YEAR WRITING SEMINARS

For information about the requirements for writing seminars and descriptions of seminar offerings, consult the John S. Knight Institute brochure, available from college registrars in August for the fall term and on the web in October at www.arts.cornell.edu/knight_institute for the spring term.

FRENCH

See Romance Studies.

GERMAN STUDIES

L. Adelson, P. Gilgen, A. Schwarz, acting chair; D. Bathrick, M. Briggs (Dutch), B. Buettner, H. Deinert, I. Ezergailis (Emerita), A. Groos, acting director of graduate studies; P. U. Hohendahl, G. Lischke, acting director of undergraduate studies; B. Martin, U. Maschke, D. Reese, L. Trancik (Swedish), G. Waite

The Department of German Studies offers students a wide variety of opportunities to explore the literature and culture of German-speaking countries, whether as part of their general education, a major in German Studies, or a double major involving another discipline, or as preparation for graduate school or an international professional career. Courses are offered in German as well as in English translation; subjects range from medieval to contemporary literature and from film and visual culture to intellectual history, music, history of psychology, and women's studies.

The department's offerings in English begin with a series of First-Year Writing Seminars introducing various aspects of German literature (for example, the fairytale and romantic consciousness or twentieth-century writers such as Kafka, Hesse, Mann, Brecht), theorists such as Marx, Nietzsche and Freud, issues in mass culture and modernity, problems of German national identity/ies, and

cinema and society. Courses in English translation at the 300 and 400 levels explore such topics as the Faust legend, aesthetics from Kant to Heidegger, Freud and his legacy, opera from Mozart to Strauss, the German novel, political theory and cinema, the Frankfurt School, and feminist theory. It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

Students wishing to begin German language at Cornell enroll in GERST 121–122, 123 (elementary language level). Students then continue with intermediate level courses, which provide further grounding in the language as well as introduce German literature and cultural studies. The sequence GERST 205–206 provides language instruction for business German leading to certification. On the advanced level (300 level or above), we offer thematically oriented courses that include intensive grammar review (301, 302); literature and culture study courses in German, including the Senior Seminar; and seminars of interdisciplinary interest taught in English. Addressing a broad spectrum of topics in German culture, our courses at the advanced level appeal to German majors and other qualified students alike.

Sequence of courses

Courses in German:

Elementary level: GERST 121–122, after completion, placement into GERST 123 or 200, 205

Intermediate level: GERST 200, 202, 204, and 205–206

Advanced level: GERST 301, 302, 307, 410.

Courses in German or English: Further 300- and 400-level literature and culture courses (see course descriptions)

Advanced Standing

Students with an AP score of 4 or better are automatically granted three credits in German. Students with an AP score of 4 or better, an LPG score of 65 or higher, or an SAT II score of 680 or higher must take the CASE examination for placement in courses above GERST 200. Students coming to Cornell with advanced standing in German and/or another subject are encouraged to consider a double major and to discuss the options with the director of undergraduate studies as early as possible.

The Majors

The department offers two options for the major: German literature and culture, and German area studies. The latter is a more broadly defined sequence that includes work in related disciplines. The course of study in either major is designed to give students proficiency in reading, speaking, and writing in German, to acquaint them with German culture, and to help them develop skills in reading, analyzing, and discussing German texts in relevant disciplines. For both majors, there is a wide variety of courses co-sponsored with other departments (Comparative Literature; Government; History; Music; Theatre, Film, and Dance; Women's Studies).

The department encourages double majors and makes every effort to accommodate

prospective majors with a late start in German. Students interested in a major should consult the acting director of undergraduate studies, Gunhild Lischke, G75 Goldwin Smith Hall.

German (Literature and Culture)

Although the emphasis of this track is on literature, majors may also pursue individual interests in courses on film and visual culture, theater and performing arts, music, intellectual and political history, and women's studies that have a substantial German component. Please consult with the director of undergraduate studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, 220, 204, or 206.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302) or the equivalent.
2. Complete six courses in German Studies at the 300 level or above. One of these must be the Senior Seminar (GERST 410).

German Area Studies

Students select courses from the Department of German Studies as well as courses with a substantial German component from other departments, such as Comparative Literature; Government; History; Music; Theatre, Film, and Dance; and Women's Studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, 220, 204, or 206.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302) or the equivalent.
2. Complete six courses with a substantial German component at the 300 level or above. Three of these must be in German Studies, including the Senior Seminar (GERST 410).
3. Select a committee of one or more faculty advisers to help formulate a coherent program of study. One of the advisers must be from the Department of German Studies.

Study Abroad in Germany

German Studies strongly supports Study Abroad as an opportunity for students to put their German to use by living and studying in the German cultural context. The experience of living abroad promotes enduring personal growth, provides new intellectual perspectives through cultural immersion, and opens up academic and professional opportunities.

Students interested in studying abroad are encouraged to consider the Berlin Consortium, of which Cornell is an associate member. The program is run in conjunction with the Free University of Berlin and is of very high caliber. Six weeks of an intensive language practicum held at the center of the consortium are followed by one or two semesters of study at the university. Participants enroll in regular courses at the university. Academic-year students have been assisted in finding

internships between semesters. Prerequisite for participating in the program is five semesters of German language study, of which the last course must be on the 300 level.

Students interested in this or other study abroad options in Germany, Austria, or Switzerland should consult Gunhild Lischke (G75 Goldwin Smith; 255-0725; gl15@cornell.edu) as soon as possible.

Honors

Eligibility: A student wishing to receive honors in German Studies must have a GPA of 3.5 in all courses relevant to the major.

Committee: Candidates for honors form an advisory committee consisting of an adviser from German Studies and at least one additional faculty member.

Honors essay: During the first term of their senior year, students determine the focus of their honors essay through an appropriate course, GERST 453, under the direction of their advisers. During the second term they complete an honors essay, GERST 454, which will be evaluated by the committee.

Determination of honors: An oral examination concludes the process. Honors is determined by the essay, the exam, and grades in the major.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for course times, instructors, and descriptions.

Courses Offered in German

GERST 121 Introductory German I

Fall or spring. 4 credits. Intended for students with no prior experience in German or with a language placement test (LPG) score below 37, or an SAT II score below 370. G. Lischke, U. Maschke and staff.

Students develop basic abilities in listening, reading, writing, and speaking German in meaningful contexts through interaction in small group activities. Course materials including videos, short articles, poems, and songs provide students with varied perspectives on German language, culture, and society.

GERST 122 Introductory German II

Fall or spring. 4 credits. Prerequisite: GERST 121, LPG score 37-44, or SAT II 370-450. Students who obtain an LPG score of 56 or above after GERST 122 attain qualification and may enter a 200-level course; otherwise successful completion of GERST 123 is required for qualification. G. Lischke, U. Maschke and staff.

Students build on their basic knowledge of German by engaging in intense and more sustained interaction in the language. Students learn more advanced language structures allowing them to express more complex ideas in German. Discussions, videos, and group activities address topics of relevance to the contemporary German-speaking world.

GERST 123 Continuing German

Fall or spring. 4 credits. *Provides language qualification.* Limited to students who have previously studied German and have an LPG score 45-55 or SAT II 460-570. U. Maschke and staff.

Students continue to develop their language skills by discussing a variety of cultural topics and themes in the German-speaking world. The focus of the course is on expanding vocabulary, reviewing major grammar topics, developing effective reading strategies, improving listening comprehension, and working on writing skills. Work in small groups increases each student's opportunity to speak in German and provides for greater feedback and individual help.

GERST 200 Contemporary Germany (IV)

Fall or spring. 3 credits. *Provides language proficiency.* Prerequisite: qualification in German (GERST 123 or LPG score of 56-64 or SAT II score of 580-670) or placement by examination. B. Buettner and staff.

A content-based language course on the intermediate level. Students examine important aspects of present-day German culture while expanding and strengthening their reading, writing, and speaking skills in German. Materials for each topic are selected from a variety of sources (fiction, newspapers, magazines, and the Internet). Units address a variety of topics including studying at a German university, modern literature, Germany online, and Germany at the turn of the century. Oral and written work and individual and group presentations emphasize accurate and idiomatic expression in German. Successful completion of the course enables students to continue with more advanced courses in language, literature, and culture.

GERST 202 Exploring German Literature (IV)

Fall or spring. 3 credits. Prerequisite: GERST 200 or equivalent or permission of instructor. Taught in German. B. Buettner and staff.

In this intermediate course, we read and discuss a number of works belonging to different literary genres by major German-speaking authors such as Kafka, Walser, Brecht, Mann, Frisch, Dürrenmatt, Bachmann, and others. We explore questions of subjectivity and identity in modern society, of human existence as existence in language, and of the representation of history in literary texts. Activities and assignments in this course focuses on the development of reading competency in different literary genres, the use of accurate and idiomatic expressions, the expansion of students' German vocabulary, and the systematic review of select topics in German grammar.

GERST 204 Intermediate Conversation and Composition

Fall or spring. 3 credits. Prerequisite: GERST 200 or GERST 201 or GERST 205 or placement by examination (placement score and CASE). U. Maschke.

Emphasis is on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in different conversational contexts and written genres. Material consists of readings in contemporary prose, articles on current events, videos, and group projects. Topics include awareness of culture, dependence of meaning on perspective, interviews with native German speakers,

German news broadcasts, reading German newspapers on the Internet.

GERST 205 Business German I

Fall. 3 credits. *GERST 205 provides language proficiency.* Prerequisite: qualification in German (GERST 123, or an LPG score of 56–64, or an SAT II score between 580–670). Staff.

Learn German and understand German business culture at the same time. This is a German language course that examines the German economic structure and its major components: industry, trade, the banking system, and the government. Participants learn about the business culture in Germany and how to be effective in a work environment, Germany's role within the European Union, the dual education system, the importance of trade and globalization, and current economic issues in Germany. The materials consist of authentic documents from the German business world, TV footage, and a Business German textbook.

GERST 206 Business German II

Spring. 3 credits. Prerequisite: proficiency in German (GERST 205, 200, or placement by examination [placement score and CASE]). G. Lischke.

This course is a continuation of GERST 205; however students without previous knowledge of Business German are welcome. This is a German language course that examines the German economic structure and its major components: industry, trade unions, the banking system, and the government. Participants learn about the business culture in Germany and how to be effective in a work environment, Germany's role within the European Union, the role of the European Central Bank, the importance of trade and globalization, and current economic issues in Germany. The materials consist of authentic documents from the German business world, TV footage, and a Business German textbook. At the end of the course, the external Goethe Institut exam "Deutsch für den Beruf" will be offered.

[GERST 220 Was ist Deutsch? (IV)]

Provides language proficiency. Not offered 2002–2003. B. Buettner.]

GERST 301 Scenes of the Crime: German Mystery and Detective Fiction (IV)

Fall. 4 credits. Prerequisite: GERST 202, 220, 204, 206 or equivalent, or permission of instructor. Taught in German. This course may be counted towards the requirement for 300-level language work in the major. P. Gilgen.

An exploration of German crime, detective, and mystery writing in texts ranging from the early nineteenth century to contemporary fiction. Authors to be studied may include: Kleist, E. T. A. Hoffmann, Dürrenmatt, Schatten, Süskind, Handke, Oren and Georg Klein. In addition to exercising hermeneutic skills (and, by extension, that gray matter of which Sherlock Holmes and Hercule Poirot were so fond), this course aims at improving proficiency in aural and reading comprehension, as well as speaking and writing skills, with emphasis on vocabulary expansion, advanced grammar review, and stylistic development. Recommended to students interested in a combined introduction to literature and high-level language training. The follow-up course, GERST 302, Youth/Adolescence, is taught in the spring only.

GERST 302 Youth Culture: Adolescence in German Fiction (IV)

Spring. 4 credits. Prerequisite: GERST 301 or equivalent or permission of instructor. Taught in German. B. Buettner.

Examination of literary and cultural approaches to childhood, youth, and adolescence in texts ranging from the late eighteenth century to the present. These include longer works by Bernhard, Musil, Zweig, von Horvath, Mann and Schlink and a variety of shorter texts. Aimed at further improving students' proficiency in aural and reading comprehension, as well as in speaking and composition skills. Focus on high-level grammar review, stylistic and expository refinement and vocabulary expansion. Recommended for students wishing to combine intensive language training with reading and discussion of short fiction.

[GERST 306 German Media

Not offered 2002–2003.]

[GERST 307 After the Fires: Divided Germany 1945–1989 (IV)]

Not offered 2002–2003. L. Adelson.]

GERST 310 Berlin: Where the Wild Things Are (IV)

Spring. 4 credits. Prerequisite: GERST 202, 204, 206, or 220, or equivalent or permission of instructor. Taught in German. U. Maschke.

Berlin has recently been declared *the* city of the world: Berlin as the place to be for politicians and profit-seekers, architects and artists, the rich and famous, but also for those seeking new thrills. Is this new Berlin pulsing once again with the vibrant energy of the 1920s or overwhelmed by the historical legacy of fascism and the divisions of the Cold War? With a focus on a wide variety of media, such as literature, film, architecture, music, political documents, the Internet, and MIT's hypermedia program *Berliner Sehen*, this course investigates the emergence and life of contemporary Berlin in the context of its history as the capital of Germany. Differing and sometimes contradictory representations of this unique city form the thematic core of this course, which stresses the refinement of critical reading skills in German in addition to advanced writing, listening, and speaking skills in German. Especially suitable for students interested in study abroad, this course is open to all qualified students interested in high-level development of their German-language skills in the context of cultural studies.

[GERST 353 Kleist # (IV)]

Not offered 2002–2003.]

[GERST 354 Schiller # (IV)]

Not offered 2002–2003.]

[GERST 357 Major Works of Goethe (1749–1832) # (IV)]

Not offered 2002–2003. H. Deinert.]

Courses offered in English

It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

[GERST 221 The Ethics of Imagining the Holocaust (also ENGL 221 and JWST 257) (IV)]

Not offered 2002–2003. D. Schwarz.]

[GERST 237 The Germanic Languages (also LING 237) (III)]

Not offered 2002–2003. W. Harbert, M. Diesing.]

[GERST 318 "1800" # (IV)]

Not offered 2002–2003. P. Gilgen.]

[GERST 320 Postwar German Novel (IV)]

Not offered 2002–2003.]

[GERST 330 Political Theory and Cinema (also COM L 330, GOVT 370 and FILM 329) (III or IV)]

Not offered 2002–2003. G. Waite.]

[GERST 340 Metropolis: Urban Sites in Literature (IV)]

Not offered 2002–2003. A. Schwarz.]

[GERST 374 Opera and Culture (also MUSIC 374) # (IV)]

Not offered 2002–2003. A. Groos.]

[GERST 378 German Aesthetic Theory: From Kant to Hegel # (IV)]

Not offered 2002–2003.]

[GERST 392 Minority Literature in the Federal Republic (IV)]

Not offered 2002–2003. L. Adelson.]

GERST 395 Rilke: The Duino Elegies and Sonnets to Orpheus (IV)

Fall. 4 credits. In English translation. We use a bilingual edition for the benefit of those who know German and will arrange an optional weekly discussion section in German for interested students. H. Deinert.

In 1922, the same year that saw the publication of Joyce's *Ulysses*, Eliot's *Waste Land*, and Valéry's *Charmes*, Rilke's *Duino Elegies*, more than ten years in the making, and *Sonnets to Orpheus*, were finally completed in a burst of creative energy that astonished even the poet. One of Germany's greatest lyrical poets along with Klopstock, Goethe and Hölderlin, Rilke attempts nothing less than the creation of a modern myth, a secular religiosity in which the relationship between God and humans is replaced by one between man and Angel, the latter, like Nietzsche's Superman, but a projection of human possibilities and aspirations. A member of a generation still numbed by the destruction and social and political upheaval wrought by World War I, Rilke defines the role of humans in terms of preservation and conservation, of exuberant service to what is transitory, be they natural or cultural phenomena: *transient, they look to us for deliverance, us, the most transient of all* (IX. Elegy). We discuss the ten elegies and fifty-five sonnets both as documents of their time and in the context of intellectual history.

[GERST 396 German Film (also COM L 396 and FILM 396) (IV)]

Not offered 2002–2003.]

Advanced Undergraduate and Graduate Courses

[GERST 402 The Language of German Poetry (IV)]

Not offered 2002–2003. P. Gilgen.]

[GERST 403 The Afro-Europeans (IV)]

Not offered 2002–2003.]

GERST 405 Introduction to Medieval German Literature I # (IV)

Fall. 4 credits. Prerequisites: reading knowledge of German. A. Groos. After a brief introduction to basic aspects of the medieval universe, ranging from cosmology to psychology, reading focuses on introductory texts of late twelfth-century

courtly culture. Using the predominant genres of aristocratic self-representation, the heroic epic (*Nibelungenlied*), Arthurian romance (Hartmann's *Iwein*), and Minnesang, discussions investigate the court as the locus of conflicting forces in the rise of the secular culture in Germany, examining such issues as the first vernacular construction of social and sexual identity, generational conflicts within the communal-dynastic order, the rise of individualism (the knightly quest), and subjectivity (the love lyric).

GERST 406 Introduction to Medieval German Literature II # (IV)

Spring. 4 credits. Prerequisite: GERST 405 or permission of instructor. This is the anchor course for the medieval period.
A. Groos.

Political lyrics by Walther von der Vogelweide introduce agendas of conflict in thirteenth-century German culture, ranging from civil war to the crusades. Against this background, we examine the utopian quest for the Holy Grail in Wolfram von Eschenbach's *Parzival* and trace the representation of gender in the love lyric across emerging class differences, the increasing complexity of self, and instabilities of the performance text. Concluding topics may include the destabilization of order in Gottfried von Strassburg's *Tristan und Isolde*, women mystics and late medieval narratives of socio-sexual violence, anti-Semitism, and urban *Angst*.

GERST 407 Teaching German as a Foreign Language

Fall. 4 credits. G. Lischke.

This course has been designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. It introduces different concepts of foreign language methodology as well as presents and discusses various techniques as they can be implemented in the foreign language classroom. Special consideration is given to topics such as planning syllabi, writing classroom tests, and evaluating student's performance. Participants conduct an action research project.

[GERST 408 Uncanny Communities (IV)]

Not offered 2002-2003.]

[GERST 409 Spinoza and New Spinozism (also COM L 442) (IV)]

Not offered 2002-2003. G. Waite.]

GERST 410 Senior Seminar

Fall. 4 credits. Open to all students with an adequate command of German. Prerequisite: any German course at the 300-level or equivalent or permission of instructor. Readings and discussions in German.
A. Schwarz.

Topic: The Poetics of Realism Survey of 19th-century prose, drama and poetry with special focus on the literary program of "Poetic Realism." In addition to discussing concepts such as "mimesis," the "real" and "imitation," the seminar will examine narrative strategies that aim at reconciling the "poetic" realm of literature and the "prosaic" realm of the everyday. We will investigate how literary texts attempt to glorify work, the city and industrialization by relocating the plot to the realms of love, the domestic, adventure, suburbia, gardens or America. Further attention will be paid to artistic developments that anticipate literary periods such as Naturalism, Expressionism and the Avantgarde. Authors include: Hegel, Vischer,

Tieck, Keller, Freytag, Stifter, Fontane, Raabe and Storm.

[GERST 412 German Literature from 1770 to 1848 # (IV)]

Not offered 2002-2003.]

[GERST 413 Women around Freud (also COM L 412 and WOMNS 413) (IV)]

Not offered 2002-2003.]

[GERST 414 History into Fiction: Nazis and the Literary Imagination (also ENGL 404, COM L 404, and NES 404) (IV)]

Not offered 2002-2003. E. Rosenberg.]

[GERST 415 Marx, Nietzsche, Freud (also COM L 425 and GOVT 473) (III or IV)]

Not offered 2002-2003.]

GERST 417 Faust: Transformations of a Myth (also COM L 417) # (IV)

Spring. 4 credits. Taught in English.
H. Deinert.

Few legends have so engaged the imagination as that of the man who signed a pact with the devil to obtain pleasure, power, and knowledge. While the myth itself is timeless, the modern version takes its cue from one real Georg Faust, a figure of dubious character, half scholar, half quack, during the time of the German Reformation. The German *Volksbuch* depicting his adventures was almost immediately translated into English and became the inspiration for Marlowe's *Tragical History of Doktor Faust*. Goethe devoted some 60 years to his *Faust*, completing it only months before his death in 1832. While Marlowe's Faust deserves eternal damnation for his hubris, Goethe's protagonist finds favor with God for the same reason. We look at various representations of the myth from the late sixteenth century through the early nineteenth. The *Faust Book*, Marlowe, and Goethe are our main texts. We listen to some of the music they have inspired: Schubert, Schumann, Berlioz, Gounod, Mahler; and look at related mythical figures like Lucifer, Prometheus, Don Juan, Ahasverus, Schlemiel, and others. Time permitting, we discuss selections from several recent versions: Bulgakov's *The Master and Margarita* (1938), Valéry's *Mon Faust* (1940), and Thomas Mann's *Doktor Faustus* (1947).

[GERST 418 Thomas Mann (IV)]

Not offered 2002-2003.]

GERST 421 Reading the Revolution (also SHUM 421)

Spring. 4 credits. Limited to 15 students.
P. Gilgen.

For description, see S HUM 421.

GERST 422 Culture, Freedom, and the University (also SHUM 416) # (IV)

Spring. 4 credits. Limited to 15 students.
P. Hohendahl.

For description, see S HUM 416.

[GERST 428 Genius and Madness in German Literature (also COM L 409) (IV)]

Not offered 2002-2003.]

[GERST 430 Brecht, Artaud, Müller, Wilson (also COM L 430 and THETR 420) (IV)]

Not offered 2002-2003. D. Bathrick.]

GERST 433 History of Modern German Jewry: From the Enlightenment to the post-1945 Era (also HIST 433, JWST 453) (III)

Spring. 4 credits. Limited to 18 students.
V. Caron.

For description, see HIST 433.

[GERST 435 Introduction to Literary Theory (also COM L 435) (IV)]

Not offered 2002-2003.]

[GERST 441 Introduction to Germanic Linguistics (also LING 441) (III)]

Not offered 2002-2003. W. Harbert.]

[GERST 447 Reading Freud: Gender, Race, and Psychoanalysis (also COM L 447 and WOMNS 447) (IV)]

Not offered 2002-2003.]

[GERST 449 Rescreening the Holocaust (also COM L 453 and THETR 450) (IV)]

Not offered 2002-2003. D. Bathrick.]

GERST 451-452 Independent Study

451, fall; 452, spring. 1-4 credits each term.
Prerequisite: permission of instructor.

GERST 453 Honors Research

Fall. 4 credits. Staff.

GERST 454 Honors Thesis

Spring. 4 credits. Staff.

GERST 457/657 Imagining the Holocaust (also COM L 483/683, ENGL 458/658, and JWST 458/658) (IV)

Spring. 4 credits. D. Schwarz.

For description, see ENGL 458/658.

[GERST 472 Poetry of the 1990s (also COM L 472) (IV)]

Not offered 2002-2003.]

[GERST 492 The Advance of Humanism: Aspects of the European Enlightenment # (IV)]

Not offered 2002-2003.]

[GERST 495 The Cultural Theory of the Frankfurt School (also COM L 495, GOVT 471) (III or IV)]

Not offered 2002-2003. P. U. Hohendahl.]

[GERST 496 Theorizing the Public Sphere (also COM L 496 and GOVT 464) (III or IV)]

Not offered 2002-2003. P. U. Hohendahl.]

[GERST 498 German Literature in Exile (IV)]

Not offered 2002-2003.]

Graduate Courses

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

[GERST 600 Special Topics in Feminist Theory (also ANTHR 600 and COM L 600)]

Not offered 2002-2003.]

[GERST 606 Topics in Historical Germanic Phonology]

Not offered 2002-2003. W. Harbert.]

[GERST 607 Topics in Historical Germanic Morphology]

Not offered 2002-2003.]

[GERST 608 Topics in Historical Germanic Syntax]

Not offered 2002-2003. W. Harbert.]

[GERST 614 Gender at the Fin-de-siècle]
Not offered 2002–2003.]

[GERST 615 Jews in German Culture Since 1945 (also JWST 615)]
Not offered 2002–2003.]

[GERST 617 Literature and Affect (also COM L 625)]
Not offered 2002–2003. A. Schwarz.]

[GERST 618 "The Science of the Experience of Consciousness": Hegel's *Phenomenology of Spirit* (and Beyond)]
Not offered 2002–2003. P. Gilgen.]

[GERST 621 Issues in Gay and Lesbian Studies (also WOMNS 621)]
Not offered 2002–2003.]

GERST 623 Aesthetic Turns: The Fin-de-siècle

Spring. 4 credits. Anchor course. Prerequisite: graduate standing or permission of instructor. Readings in German; discussion either in German or English. A. Schwarz. Interdisciplinary examination of the fin-de-siècle as a crucial turning point in literature, art, architecture, psychoanalysis and cultural criticism. Comparative study of differing projects of Modernity within the European context; examining the conditions for the emergence of avant-garde movements; analyzing ambivalent attitudes towards tradition and heritage (Realism and Naturalism) and changing attitudes toward literary concepts such as "mimesis," "montage," "description," "narrative," and "temporality." Focus on the interrelationship between psychoanalysis, literature and cultural critique; between literature and architecture (the city as the site of artistic production), between aesthetics and politics and youth culture and artistic innovation. Authors include: Fontane, Nietzsche, Bahr, Mach, Freud, Schlaf, Holz, Broch, Benn, Benjamin, Schnitzler, Musil, Hofmannsthal, Simmel, George, Kraus, Mann, Lasker-Schueler et al.

GERST 624 Seminar in Medieval German Literature

Fall. 4 credits. Prerequisite: GERST 405 or equivalent. A. Groos.

Topic: Minnesang. Originally a variety of songs practiced by the feudal aristocracy of the late twelfth and thirteenth centuries, is transmitted only in manuscripts written a century later. The transformation from song to book, and the variability—even incompatibility—of texts in different manuscripts, poses vexing questions for understanding the Middle High German love lyric: Were they conceived as both songs and poems, performed and/or read in private? To what extent can the performativity of the songs be recovered from the texts? Were the songs performed at court as part of the self-representation of feudal lords? Or are they stagings of subject-formation, even author-formation, *vis-à-vis* a community? What is the significance of their foregrounding of gender relationships for the emergence of secular culture? Readings focus on poems of the three major Minnesinger around 1200, Heinrich von Morungen, Reinmar der Alte, and Walther von der Vogelweide.

[GERST 626 Nuremberg]
Not offered 2002–2003.]

[GERST 627 Baroque (also COM L 626)]
Not offered 2002–2003.]

[GERST 629 The Enlightenment]
Not offered 2002–2003. P. U. Hohendahl.]

GERST 630 Classicism and Idealism
Fall. 4 credits. Texts in German. Anchor course. P. U. Hohendahl.

An introduction to some of the major poetic and philosophical texts generally considered to be part of the period of German Classicism (1785–1805), while at the same time giving reasons to call into question notions of periodization and the canon, particularly as they have excluded women and lower social classes. In addition to the basic problem of the appropriation of classic antiquity at a time marked by the transition to bourgeois modernity, special consideration is given to the emergence of modern aesthetic theory as well as its impact on literary production and reception. Specifically the seminar focuses on the problem of subject formation in the context of modernity as it is expressed in the concept of *Bildung*. Special emphasis is placed on the gendering of this concept. Readings are taken from the works of Goethe, Herder, Humboldt, Kant, Moritz, and Schiller among others. While the main focus of the seminar is on primary texts, we also consider contemporary criticism of the concept of Classicism and its problems.

GERST 631–632 Academic German I and II

631, fall; 632, spring. 3 credits each term. Limited to graduate students. Prerequisite: for GERST 632, GERST 631 or equivalent. Staff.

Intended primarily for beginners with little or no previous German knowledge. Emphasis in 631 on acquiring basic German reading skills. Emphasis in 632 on development of the specialized vocabulary of student's field of study.

[GERST 634 German Romanticism]
Not offered 2002–2003. G. Waite.]

[GERST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution]
Not offered 2002–2003. P. U. Hohendahl.]

GERST 636 Kleist and Kafka: Prose Works

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. D. Reese.

Reading Kleist and Kafka together, we endeavor to strike upon our own vocabulary for describing the peculiar temporal qualities of their narratives and short prose works. Rather than beginning with a particular understanding of narratology, we attempt to elaborate one by attending to what might be called narrative speed—an attention to the significance of lapses and accelerations in the art of storytelling. How is the description of space conditioned by the becoming of the description in time? How, in turn, is this reconstellation of space within the temporal development of the narrative related to the arrival of judgment? We pay close attention to the variation between the random detail, what might be called narrative caprice, and recuperative, retrospective assertions of necessity—between the absurd and the demonstrable. Of particular concern is the persistent dislocation of epistemological certainty in the unfolding of the texts and how it bears on issues of law. In keeping with this, we consider the density of the bodies which cross the thresholds of judgment, swallow prophecies, move through border patrols and

succumb to or exceed the narrative logic which brings them forth. Selected prose works by Kleist and Kafka are read alongside writings by Barthes, Benjamin, Bloch, Freud, and Nietzsche.

[GERST 637 Nineteenth-Century Fiction: The Realist Project]
Not offered 2002–2003.]

[GERST 640 The Modern German Novel]
Not offered 2002–2003. A. Schwarz.]

[GERST 647 German Literature from 1949 to 1989: Questions about Identity]
Not offered 2002–2003. L. Adelson.]

[GERST 650 Culture in the Weimar Period]
Not offered 2002–2003. D. Bathrick.]

[GERST 652 Culture in Germany 1933–1945]
Not offered 2002–2003. D. Bathrick.]

[GERST 653 Opera (also COM L 655 and MUSIC 679)]
Not offered 2002–2003.]

[GERST 656 Aesthetic Theory: The End of Art (also COM L 656, ART H 447 and Visual Studies)]
Not offered 2002–2003. P. Gilgen.]

[GERST 658 Old High German/Old Saxon (also LING 646)]
Not offered 2002–2003. W. Harbert.]

[GERST 660 Visual Ideology (also COM L 660 and THEAT 660)]
Not offered 2002–2003. G. Waite.]

[GERST 661 After the City: From Metropolis to Electropolis (also ARCH 338/638 and COM L 661)]
Not offered 2002–2003.]

[GERST 663 Nietzsche and Heidegger (also COM L 663)]
Not offered 2002–2003. G. Waite.]

[GERST 664 Freud and the *Fin de siècle*]
Not offered 2002–2003.]

[GERST 666 Ingeborg Bachmann]
Not offered 2002–2003.]

[GERST 667 "Minor" German Literatures?]
Not offered 2002–2003.]

[GERST 668 Literature and the Uncanny (also COM L 668)]
Not offered 2002–2003.]

GERST 669 Modern Social Theory I (also GOVT 669)
Fall. 4 credits. S. Buck-Morss. For complete description see GOVT 669.

[GERST 671 Postcolonial Theory and German Studies (also COM L 688)]
Not offered 2002–2003. L. Adelson.]

[GERST 672 German Opera Topic: Wagner (also MUSIC 674)]
Not offered 2002–2003.]

[GERST 674 Contemporary Poetry and Culture: 1968–1993 (also COM L 674, ENGL 697, and SPAN L 674)]
Not offered 2002–2003.]

[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and HIST 675)]
Not offered 2002–2003. P. U. Hohendahl.]

[GERST 679 Bertolt Brecht in Context (also COM L 679 and THETR 679)]
Not offered 2002-2003.]

[GERST 685 Gramsci and Cultural Politics (also COM L 685 and GOVT 675)]
Not offered 2002-2003. G. Waite.]

[GERST 686 Althusser and Lacan (also COM L 686, GOVT 679, and FRLIT 623)]
Not offered 2002-2003.]

[GERST 687 The Politics of Culture in the German Democratic Republic]
Not offered 2002-2003.]

[GERST 689 Art and Truth: The Aesthetic Theory of Theodor W. Adorno (also COM L 689)]
Not offered 2002-2003.]

[GERST 690 Feminist Criticism and Theory (also WOMNS 690)]
Not offered 2002-2003.]

[GERST 693 "The Sign of History": Kant and Lyotard (also COM L 693, GOVT 761)]
Not offered 2002-2003. P. Gilgen.]

[GERST 696 Conceptualizing Cultural Contact (also COM L 696 and NES 696)]
Not offered 2002-2003. L. Adelson.]

[GERST 699 German Film Theory (also COM L 699 and FILM 699)]
Not offered 2002-2003.]

GERST 753-754 Tutorial in German Literature
Fall and spring. 1-4 credits per term.
Prerequisite: permission of instructor.

Dutch

DUTCH 121-122 Elementary Dutch
121, fall; 122, spring. 4 credits each term.
DUTCH 122 provides language qualification. Prerequisite: permission of instructor.
M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaningful contexts. The course also offers insight into Dutch language, culture, and society.

DUTCH 203 Intermediate Composition and Conversation
Fall. 3 credits. Prerequisite: qualification in Dutch or permission of instructor. *Provides language proficiency.* M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, discussions, compositions, reading, and film, drawing on all Dutch-speaking cultures. Taught in Dutch.

DUTCH 204 Intermediate Composition and Conversation
Spring. 3 credits. Prerequisite: DUTCH 203 or permission of instructor. M. Briggs.
This course emphasizes written and oral application of accurate, idiomatic Dutch. Reading of authentic material such as newspapers, web-based texts, literature, history and film, with emphasis on the students' interests and specializations. Taught in Dutch.

DUTCH 300 Directed Studies
Fall or spring. 1-4 credits variable.
Prerequisite: proficiency in Dutch or permission of instructor. M. Briggs.
Individualized advanced Dutch studies. This course provides students with individualized

programs which can be anything from advanced mastery in any or all skills to the mastery of Dutch for research, literature, and history in support of all disciplines. Taught in Dutch. Topic for fall or spring: Afrikaans.

Swedish

SWED 121-122 Elementary Swedish
121, fall; 122, spring. 4 credits each term.
Prerequisite: for SWED 122, SWED 121 or equivalent. L. Trancik.

Students in the course develop abilities in listening, speaking, reading, and writing within Sweden's cultural context. Work on the Internet and interactive computer programs are used in these courses.

SWED 123 Continuing Swedish
Fall. 4 credits. *Provides language qualification.* Prerequisite: SWED 122 or equivalent. L. Trancik.

Development of skills in spoken and written Swedish within Sweden's cultural context.

SWED 203 Intermediate Swedish
Fall. 3 credits. *Provides language proficiency.* Prerequisite: SWED 123 or permission of instructor. L. Trancik.

Intermediate to advanced-level instruction using audio-visual material and text to enhance language comprehension.

SWED 204 Advanced Swedish
Spring. 3 credits. Prerequisite: SWED 203 or permission of instructor. Taught in Swedish. L. Trancik.

Emphasis on improving oral and written expression of Swedish, including vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

SWED 300 Directed Studies
Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. L. Trancik.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

GOVERNMENT

V. Bunce, chair; R. Bense, S. Buck-Morss, A. Carlson, M. Evangelista, R. Herring, N. Hirschmann, M. Jones-Correa, M. Katzenstein, P. Katzenstein, J. Kirshner, I. Kramnick, T. J. Lowi, W. Mebane, K. O'Neill, J. Pontusson, J. Rabkin, L. Ryter, E. Sanders, H. Schamis, M. Shefter, V. Shue, A. M. Smith, J. J. Suh, S. G. Tarrow, N. T. Uphoff, C. Way

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students

are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

The Major

To be admitted to the major, a student must pass two government courses.

To complete the major, a student must:

- (1) pass two of the introductory government courses (GOVT 111, 131, 161, 181);
- (2) pass an additional course in one of the remaining subfields (American government, comparative government, political theory, or international relations). This course may be any course offered in the government department, including introductory courses, upper-level courses or seminars. Students are strongly advised to take at least one course in each of the four subfields;
- (3) accumulate an additional 28 credits of government course work at the 200-level or above;
- (4) complete at least one seminar-style course in government which may be applied toward the 28 credits. These courses include those numbered 400.XX to which students are admitted by application only;
- (5) accumulate 12 credits in upper-level courses in related fields (such as anthropology, economics, history, science and technology studies, psychology, and sociology). Upper-level courses are usually courses numbered at the 300 level or above (200-level courses are not considered upper-level). Students should consult with their major adviser to choose appropriate courses. All choices of related courses must be approved by the major adviser or the director of undergraduate studies;
- (6) all courses used to fulfill a government major must be passed with a letter grade.

To summarize, a total of 10 government courses and three additional courses (12 credits) of upper-level related courses are required to complete the major. For more information about the Government major, please visit our website: (<http://falcon.arts.cornell.edu>)

Cornell-in-Washington Program. Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

European Studies Concentration. Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, J. Pontusson, and S. G. Tarrow for advice on course selection and foreign study programs.

Model European Community Simulation. Undergraduates with an interest in the European Union, public affairs, or debating may participate in an annual European Union simulation held, on an alternating basis, in April at SUNY Brockport or in January in Brussels. The simulation provides an opportunity for participants, representing politicians from the member states, to discuss issues and resolutions of current concern to the European Union.

To prepare for the simulation, a two-credit course is offered by the Government department each year (GOVT 431 or GOVT 432). Participation in the simulation is open only to those who register for this course. Anyone interested in participating or finding out more information should contact the Institute for European Studies at 120 Uris Hall, 255-7592.

International Relations Concentration. See the description under "Special Programs and Interdisciplinary Studies."

Honors. Application to the honors program is made in the early spring of the junior year. For more information about the Honors Program and an application form, please visit our website: (<http://falcon.arts.cornell.edu/Govt>)

Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections are assigned during the first week of class. Introductory courses are also offered during summer session.

GOVT 111 Introduction to American Government and Politics (III)

Fall and summer. 3 credits. T. J. Lowi. An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

GOVT 131 Introduction to Comparative Government and Politics (III)

Spring and summer. 3 credits. J. Pontusson. This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy. Looking at Western Europe, we analyze institutional variations among liberal democracies, and their political implications. We then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy are related to problems of economic development, efficiency, and equality.

GOVT 161 Introduction to Political Philosophy # (III)

Spring. 3 credits. N. Hirschmann. A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

GOVT 181 Introduction to International Relations (III)

Fall and summer. 3 credits. J. Kirshner. An introduction to the basic concepts and practice of international politics.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

Major Seminars

GOVT 400 Major Seminars

Fall or spring. 4 credits. These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given to majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 125 McGraw Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

American Government and Institutions

GOVT 111 is recommended.

[GOVT 302 Social Movements in American Politics (also AM ST 302) (III)]

Not offered 2002-2003.]

[GOVT 303 Introduction to American Political Parties (III)]

Not offered 2002-2003.]

[GOVT 305 Atomic Consequences: The Incorporation of Nuclear Weapons in Post-War America (III)]

4 credits. Not offered 2002-2003.]

[GOVT 308 Science in the American Polity 1800-1960 (also S&TS 390) (III)]

Not offered 2002-2003. See S&TS 390 for description.]

GOVT 309 Science in the American Polity (also S&TS 391) (III)

Fall. 4 credits. M. Dennis. This course reviews the changing political relations between science, technology and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just another special interest provide the central theme for the course. Topics addressed include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

GOVT 311 Urban Politics (III)

Fall. 4 credits. M. Shefter. Covers the major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics, and the municipal reform movement. Considers the implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

GOVT 313 The Nature, Functions, and Limits of Law (III)

Spring. 4 credits. Undergraduates only. R. Hillman. A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative

agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

GOVT 314 Prisons (III)

Fall. 4 credits. M. Katzenstein. This seminar looks at the politics of incarceration. Why is prison construction a growth industry? What is the role of public policy and of the law in this process of prison expansion? How does race and racism in American society figure in this? Are women's prisons designed to respond to the needs of a "generic-male" prisoner or are they organized around women's needs? Are there "spaces" within the prison (educational programs, libraries, chaplain's offices) which alleviate the grim realities of prison life. We devote a section of the course to reading about and discussing different forms of political activism on behalf of prison reform. Seminar members should plan on an occasional extra class time, likely to be on a Wednesday or Thursday evening, to hear guest speakers and see films.

GOVT 316 The American Presidency (III)

Fall. 4 credits. E. Sanders. Analysis of the politics of the presidency and the executive branch with emphasis on executive-legislative relations, executive branch policymaking, and the problems of the modern presidency.

GOVT 317 Campaigns and Elections (III)

Fall. 4 credits. W. Mebane. This course examines campaigns and elections, focusing primarily on national elections in the United States. Topics include the relationship between elections and the economy, the weakness of the American party system, voter turnout, individual voting decisions, negative campaigning, and the noncompetitiveness of congressional elections. We examine several theories that explain these phenomena, including in particular the theory of rational choice. Course requirements include one or two papers based on original analysis of election survey data.

[GOVT 318 The American Congress (III)]

Not offered 2002-2003.]

[GOVT 319 Minority Politics in the US (also LSP 319) (III)]

Not offered 2002-2003.]

[GOVT 320 Public Opinion and Public Choice (III)]

Not offered 2002-2003.]

[GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law (III)]

Not offered 2002-2003.]

GOVT 327 Civil Liberties in the United States (also AM ST 310) (III)

Fall. 4 credits. Course will be taught in Washington, D.C. J. Rabkin. An analysis of contemporary issues in civil liberties and civil rights, with emphasis on Supreme Court decisions. Cases are analyzed in terms of democratic theory and the social and political context in which they arose.

[GOVT 353 Feminism Movements and the State (also WOMNS 353) (III)]
4 credits. Not offered 2002-2003.]

GOVT 402 New York Politics

Fall. 4 credits. M. Luster.
New York is arguably the most politically, economically, socially, ethnically and demographically diverse state in the nation. How its government manages to operate at all is sometimes a wonder. This course examines the structure, traditions, tensions, and processes of its political institutions, with a particular focus on the legislature, in an effort to understand how a contentious, partisan, and historically brutal political climate has often produced great leaders and positive results. With the "devolution revolution" still underway, the course will help students better understand the role of state government and how it functions in the turbulent world of New York politics.

[GOVT 404 American Political Development in the 20th Century (co-taught with GOVT 612) (III)]
Not offered 2002-2003.]

GOVT 408 Politics of the American Civil War (also AM ST 430) # (III)

Spring. 4 credits. R. Bensel.
The Civil War, along with the Founding of the nation in the late eighteenth century, is one of the two most important influences on the course of American political development. Arising out of intense ideological, cultural, and economic competition between the slave South and the free labor North, the conflict created two new national states: a northern Union that replaced the loose federation of the antebellum period and a southern Confederacy that perished at Appomattox. In this course, particular attention is paid to: the political economy and culture of plantation slavery in the antebellum South; the apparent inevitability of collision between the slave and free states and their respective societies; the military, political, and economic strategies that determined, on both sides, the course and duration of the war; the limits and possibilities of reform of southern society during Reconstruction; and the impact of the Civil War on the subsequent development of the United States.

[GOVT 412 American Political Parties and Elections (III)]
4 credits. Not offered 2002-2003.]

[GOVT 413/613 Finance, Federalism, and Politics (III)]
4 credits. Not offered 2002-2003.]

GOVT 427 Immigrants, Membership, and Citizenship (also LSP 430 and AM ST 430.4) (III)

Fall. 4 credits. M. Jones-Correa.
Immigrants are increasingly important players in the politics and economies of industrialized societies. However, in many cases despite their residence in these societies, their membership and citizenship status is often in question. At times migrants are undocumented, living and working at the fringes of the protections and regulations afforded by the legal system. Or they may petition to enter as refugees, having to prove their right to stay. Even if residing permanently, immigrants may still not be citizens of their receiving country, or if they are, they may have dual nationality. This course explores the complications of membership and citizenship among migrants,

refugees and immigrants, focusing largely on immigration to the United States.

GOVT 428/728 Government and Public Policy: An Introduction to Analysis and Criticism (III)

Fall. 4 credits. T. J. Lowi.
GOVT 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention is given to the origins and character of the regulatory state and the welfare system.

GOVT 429 Government and Public Policy: An Introduction to Analysis and Criticism (III)

Spring. Open to undergraduates. 428 and consent of instructor are required for 429.
T. J. Lowi.
GOVT 429 is an opportunity to pursue further the research begun in 428.

Comparative Government

GOVT 131 is recommended.

[GOVT 326 Building a Better Democracy (III)]
Not offered 2002-2003.]

GOVT 330 Europe, the US, and Japan in the Global Economy (also ILRIC 333) (III)

Fall. 4 credits. L. Turner.
For a description, see ILRIC 333.

GOVT 332 Modern European Politics (III)

Fall. 4 credits. D. Schirmer.
The course gives an introduction to politics and political systems in Western Europe. It starts with a brief history of the formation of the nation state and the establishment of democratic rule. It continues with the modes and structures of political conflict and explores political cultures, party and electoral systems, the roles of interest groups and social movements, and the mass media. It then turns to a discussion of parliament and government. The main countries studied include Britain, France, Germany, and Italy. The main dimensions guiding the comparison are conflict vs. consent, federalism vs. centralism, parliamentary vs. presidential systems, and majority vs. proportional representation. The course concludes with a discussion of minority-majority relations and the problem of democratic inclusion.

[GOVT 333 Government and Politics of the Former Soviet Union (III)]
Not offered 2002-2003.]

[GOVT 334 Political Economy of East Asia @ (III)]
Not offered 2002-2003.]

[GOVT 335 America in the World # (III)]
Not offered 2002-2003.]

GOVT 336 Postcommunist Transitions (III)

Spring. 4 credits. V. Bunce.
This course compares economic and political developments since the collapse of communism in Eastern Europe and the former Soviet Union. Primary emphasis is placed on the relationship between democratization and the transition to capitalism, with some attention paid as well to nationalism and (for the new states in the region) state-building. Cases examined in greatest detail vary by year, but are always multiple so as to encourage comparative observations and generalizations.

GOVT 338 Comparative Political Economy (III)

Spring. 4 credits. C. Way.
This course examines the juncture of politics and the economy in the advanced industrial democracies. Why do some countries have large, inclusive welfare states while others have minimal social programs? Is the welfare state in decline, and if so why? Does it really make any difference for the economy whether parties of the left or right govern? Do strong unions have negative effects on the economy, or can they actually boost economic performance? What does increasing globalization of the world economy mean for the constraints and opportunities facing governments in managing the economy and providing social welfare? How will the Euro and increasing European integration change the world? Are all market economies pretty much the same, or are there varieties of capitalism that differ in important ways? We use a variety of theoretical perspective to provide some insight into these and other questions, paying particular attention to evaluating the theoretical arguments with both systematic and historical evidence.

GOVT 340 Latin American Politics @ (III)

Spring. 4 credits. H. Schamis.
This course is an introductory lecture on the politics of Latin America. The main purpose is to view the region in a conceptual and comparative perspective. Country cases are introduced in order to understand the fundamental historical processes as well as to explain the significance of competing theoretical frameworks that have shaped the debate in the field. The course focuses on the political economies of the region in order to analyze the role of groups and classes under different political regimes and contrasting strategies of development.

GOVT 341 Modern European Society and Politics (also SOC 341) (III)

Spring. 4 credits. S. Tarrow.
Since the French and industrial revolutions, modern Europe has been the major source of innovation and stability, freedom and imperialism, war and peace, capitalism and socialism, rule of law and state terror, and modernity and its critics. Even the 50-year division of the continent by the Cold War could not destroy its common, but contradictory heritage. This interdisciplinary core course in Modern European Studies serves as an introduction to European society and politics. Topics include European state-building and capitalism, nationalism and socialism, cycles of revolution and reaction, stratification and mobility, law and violence, and war and democracy. The course ends with an introduction to the European Union and its conflicts. May be taken separately, or in combination with GOVT 342, The New Europe, which focuses on contemporary Europe. If qualified student interest permits, a section may be offered in French or German.

[GOVT 342 United Germany in the New Europe (III)]
Not offered 2002-2003.]

[GOVT 343 The Politics of European Integration (III)]
Not offered 2002-2003.]

GOVT 344 Government and Politics of Southeast Asia (III)
Fall. 4 credits. L. Ryter.

The course focuses on the comparative analysis of the nature and origins of political conflict in selected Southeast Asian nation-states. Particular attention is given to nationalism/ethnicity, religion, and class, as well as to the differential impact of colonial rule.

[GOVT 346 Modern Japanese Politics @ (III)]

Not offered 2002–2003.]

GOVT 347 Government and Politics of China @ (III)

Fall. 4 credits. Staff.

An introduction to the main currents in China's domestic politics over the last 60 years. Topics include the revolutionary rise of communism; Maoism, in theory and in practice; the politics of bitterness during the "Cultural Revolution"; the evolving roles of the party and the military, and of peasants, workers, and intellectuals in the polity; the prospects for democracy, perceived social inequality, violence, corruption, and other pressing problems that have emerged with the reforms under Deng Xiaoping.

GOVT 354 Capitalism, Competition, and Conflict in the Global Economy (III)

Fall. 4 credits. P. Katzenstein.

Unemployed autoworkers in Detroit and the wood stoves in New England signal an important change in America's relation to the world economy. This course characterizes these changes in a number of fields (trade, money, energy, technology), explains them as the result of the political choices of a declining imperial power that differs substantially for the choices of other states (Japan, Germany, Britain, France, the small European states, and Korea), and examines their consequences for America and international politics.

[GOVT 356 Enlarging the New Europe: Labor, Business, and Politics (also ILRIC 337) (III)]

Not offered 2002–2003.]

GOVT 357 American Indian Politics and Policy (also AIS 367 and R SOC 367) (III)

Fall. 3 credits. Enrollment limited to 20. B. Baker.

This course addresses the Constitutional basis of the Federal-Indian Relationship through an examination of treaties, Supreme Court decisions, and Congressional law/policy. The effects of European and American forms of governance on traditional American Indian political structures are detailed and contrasted with contemporary tribal governments and political organizations. Issues relating to sovereignty and self-governance with respect to American Indian tribal governments are addressed relative to state and federal governments.

[GOVT 358 Imagining the Modern Middle East (also NES 294, JWST 294) @ (III)]

Not offered 2002–2003.]

[GOVT 415 Race, Gender, and Organization (III)]

Not offered 2002–2003.]

[GOVT 432 Model European Union II (III)]

Not offered 2002–2003.]

GOVT 433 The Politics of Economic Liberalization in the Developing World @ (III)

Fall. 4 credits. H. Schamis.

What drives the current processes of economic liberalization taking place in most of the developing world? What kinds of constraints and opportunities do governments embarked upon such policy reforms face? What types of factors account for their success or failure? What is the relationship between the international dimension of this phenomenon and the domestic political conditions? This seminar addresses these questions by examining the interplay of domestic and international ideas, local and foreign actors, and national and transnational institutions which take part in these processes. The course focuses extensively on, but is not limited to, Latin America.

[GOVT 436 Environmental Politics and Policy (III)]

Not offered 2002–2003.]

GOVT 437 Contemporary China: Society and Politics @ (III)

Spring. 4 credits. Staff.

Selected reading and in-class discussion of some of the central dilemmas that have been posed by the rapidly escalating processes of social change taking place under conditions of continuing political authoritarianism in China today. Topics include broad changes in demographic and social structure; rising tensions in family and gender relations; the enduring salience of community and workplace; the resurgence of Chinese nationalism, of ethnic nationalisms, of regionalism, and of popular religious movements; the significance of rising rates of crime and of political corruption; the growing crisis of social welfare delivery; and the limits on political dissent and on the development of civil society.

[GOVT 438 Contemporary China: Political Economy @ (III)]

4 credits. Not offered 2002–2003.]

[GOVT 439 Japan in International Politics @ (III)]

4 credits. Not offered 2002–2003.]

[GOVT 440 The Political Economy of Market Reform (also GOVT 630) (III)]

4 credits. Not offered 2002–2003.]

GOVT 448 The Quality of Democracy in Latin America @ (III)

Fall. 4 credits. K. O'Neill.

This course explores major issues affecting the quality of democracy in Latin America. We begin by trying to capture the many meanings of the term "democracy" and by thinking through how it is possible to measure changes in the quality of democracy over time. The course examines both institutional bases for Latin America's level of democracy—whether the quality of democracy is affected by government structures in the region—and also specific topics that impact the region's democracies. These subjects include ethnic mobilization, guerrilla insurgencies, civil wars and peace processes, human rights violations, rising poverty rates, income inequality, and economic globalization.

[GOVT 456 Poor People's Movements (III)]

4 credits. Not offered 2002–2003.]

[GOVT 458 Comparative Democratization (III)]

4 credits. Not offered 2002–2003.]

Political Theory

GOVT 161 is recommended.

[GOVT 260 Social and Political Philosophy (also PHIL 260) (III or IV)]

4 credits. Not offered 2002–2003.]

GOVT 293 Inequality, Diversity, and Justice (III or IV)

Fall. 4 credits. R. Miller.

See PHIL 193 for description.

GOVT 360 Ideology (III)

Fall. 4 credits. D. Rubenstein.

This course focuses on critical approaches to the study of ideology in order to understand the role of ideology in political subject formation. After an initial exploratory presentation of key Marxist (Marx, Gramsci, Althusser, Hebdige), structuralist/semiotic (Barthes, Eco) and psychoanalytic models (Freud, Lacan), we focus on specific ideologies of race, technology and gender. Students are required to write a 7–8 page take-home examination and a longer 10–12 page (double spaced) paper related to the issues addressed by the course material. A recommended bibliography is available to assist in the selection of the final paper topic.

GOVT 364 The Selfish Individual in the Modern World (III)

Spring. 4 credits. Enrollment limited.

N. Hirschmann.

Michael Milken and Ivan Boesky broke the law: but did they really do anything wrong? Is acting selfishly simply human nature, or its perversion? Do we have natural obligations to others, or is everyone out for themselves? This course considers these questions through the lens of modern political theory from Hobbes to contemporary times. We consider the relation of the individual to society to examine different understandings of "the individual," and how they change over time. In the process, we examine how these understandings affect the meaning of concepts such as freedom, equality, and justice, as well as the form and role of government. This course follows a seminar format and rely heavily on class discussion.

GOVT 366 American Political Thought from Madison to Malcolm X (also HIST 316 and AM ST 366) # (III)

Fall. 4 credits. I. Kramnick.

A survey of American political thought from the eighteenth century to the present. Particular attention is devoted to the persistence of liberal individualism in the American tradition. Politicians, pamphleteers, and poets provide the reading. Insightful historical and social context is offered.

[GOVT 369 Introduction to Feminist Political Thought (also WOMNS 359) (III)]

Not offered 2002–2003.]

GOVT 370 Political Theory and Cinema (also GERST 330, COM L 330, THETR 330) (III or IV)

Fall. 4 credits. G. Waite.

For description, see GERST 330.

GOVT 375 Visual Culture and Social Theory (also ART H 370 and COM L 368) (III or IV)

Spring. 4 credits. S. Buck-Morss.
Introduction to critical concepts for the analysis of visual culture in specific socio-historical contexts.

GOVT 377 Concepts of Race and Racism (III)

Spring. 4 credits. A. M. Smith.
This course examines race and racism from a political theory perspective. We discuss the different types of racism: traditional racism, "new racism" or cultural racism, scientific racism and contemporary hybrid racism. We then examine the politically ambiguous "ethnicity theory." In the second half of the course, we consider the works by Marable on African American political economy; women of color feminist theorists; native American theorists; Takaki on Asian American labor history; and Hero on Latinos/Latinas and American politics. Although we discuss American multicultural history in some detail, our primary focus is on an investigation of these works' theoretical foundations.

GOVT 462 Modern Political Philosophy (also PHIL 346) (III or IV)

Fall. 4 credits. R. Miller.
See PHIL 346 for description.

GOVT 464 Theorizing the Public Sphere (also GERST 496, COM L 496) (III or IV)

Fall. 4 credits. P. U. Hohendahl.
For description, see GERST 496.

GOVT 465 Reconceiving Liberalism (also PHIL 447) (III or IV)

Spring. 4 credits. R. Miller.
For description, see PHIL 447.

GOVT 466 Topics Pol Phil: Islamism (III)

Fall. 4 credits. Open to graduate students and juniors and seniors who have taken GOVT 161 or 300-level course in political theory. S. Buck-Morss.
Topics vary, but all analyze texts written by non-European and non-U.S. theorists who have inspired modern political and social movements. Attention is given to the political and theoretical presuppositions embedded in the very conception of the "West," the hegemony of its political discourses, and how these figure into the meanings of "modernity," "progress," "universal rights," and "liberation." In fall 2002 the topic will be Islamism. We will read philosophical texts by Ayatollah Ruhallah Khomeini, Hassan al-Banna, Muhammad Iqbal, Ustadh Mahmoud, Sayyid Qutb, and Ali Shariati, and commentaries by academic scholars: Mohammed Arkoun, Talal Asad, Saba Mahmood, Bobby Sayyid, Azzam Tamini, Bassam Tibi, as well as historical and social-scientific analyses of political events influenced by Islamism. (In alternate years, Latin American and Caribbean writers and social movements are the focus.)

GOVT 467 Radical Democratic Feminisms (III)

Spring. 4 credits. A. M. Smith.
Radical Democratic Feminisms is an advanced feminist theory seminar. We focus on contemporary political discourses that are influenced by socialist feminism, radical democratic pluralism, critical race theory, and radical anti-racist and anti-heterosexist multiculturalism. The reading list includes works by Sheila Rowbotham, Joan Scott,

Michele Barrett, Lynne Segal, Zillah Eisenstein, Frances Fox Piven, Barbara Ehrenreich, Jacqui Alexander, Chandra Talpade Mohanty, Judith Butler, Anne McClintock, Angela Davis, Alice Echols, Lisa Duggan, Nan Hunter, Renata Salecl, Patricia J. Williams, Gayatri Spivak, and bell hooks. Students should have completed at least one course in feminist theory and at least one course in social theory or political theory before taking this course.

[GOVT 469 Limiting War (also PHIL 369) (III or IV)]

4 credits. Not offered 2002-2003.]

[GOVT 471 The Cultural Theory of the Frankfurt School (also GERST 495, COM L 495) (III or IV)]

4 credits. Not offered 2002-2003.]

[GOVT 473 Marx, Nietzsche, Freud (also GERST 415) (III or IV)]

4 credits. Not offered 2002-2003.]

[GOVT 474 Community, Nation, and Morality (also PHIL 446) (III or IV)]

4 credits. Not offered 2002-2003.]

International Relations

GOVT 181 is recommended.

[GOVT 380 The Politics of Modern Germany (III)]

4 credits. Not offered 2002-2003.]

[GOVT 382 International Relations of East Asia @ (III)]

4 credits. Not offered 2002-2003.]

GOVT 384 Contemporary International Conflicts (III)

Fall. 4 credits. J. J. Suh.
This is a survey of contemporary international conflicts. After a brief review of theoretical literature on the causes of conflict/war, we address some of the more salient international security issues such as proliferation of weapons of mass destruction, missile defense, civil wars, and ethnic conflicts. We also critically evaluate whether the use of force or outside intervention is helpful in mitigating the contemporary conflicts.

GOVT 385 American Foreign Policy (III)

Fall. 4 credits. R. McDermott.
This course provides an overview of the history of American foreign policy, concentrating on the period between 1914 and the present. Various theoretical approaches to the study of American foreign policy are covered, including international, domestic, and individual levels of analysis. These interpretations are used to examine events including: the First World War and the League of Nations; the rise of American hegemony; various crises of the Cold War, including the U-2 crisis, the Suez and Berlin crises, and the Cuban missile crisis; and the Korean, Vietnamese, and Gulf Wars. Emphasis is placed on security as opposed to economic foreign policy issues.

[GOVT 386 The Causes of War (III)]

Not offered 2002-2003.]

GOVT 387 Political Psychology in International Relations (III)

Spring. 4 credits. R. McDermott.
This course provides a survey of how social and cognitive psychology are used in the study of international relations. This course covers various methodologies, including psychobiography and experimental and

survey research. It also covers several theoretical approaches, including recent work in neuroscience and evolutionary psychology. These theories and methods are applied to topics including risk taking, leadership, group dynamics, and the influence strategies of the media. Particular attention is placed on the interaction of emotion, cognition, and behavior in processes of judgment and decision making.

[GOVT 388 International Political Economy (III)]

4 credits. Not offered 2002-2003.]

GOVT 389 International Law (III)

Spring. 4 credits. J. Rabkin.
Is international law a pious delusion, helpless in the face of real power? Or is public policy becoming so entangled in international standards that international law is now eroding national sovereignty? This course surveys the theoretical foundations and general history of international law since the 17th Century in order to highlight what is new in the doctrines and institutions by which it operates in the contemporary world. The course gives special attention to the relation between international and U.S. law and to the workings of international law in particular fields—including environmental and human rights protection, trade regulation, and control of terrorism.

[GOVT 390 International Relations and Film Theory (III)]

Not offered 2002-2003.]

[GOVT 391 Chinese Foreign Policy @ (III)]

Not offered 2002-2003.]

[GOVT 392 International Relations of the Middle East (also NES 395) @ (III)]

4 credits. Not offered 2002-2003.]

[GOVT 393 Introduction to Peace Studies (also SOC 310) (III)]

Not offered 2002-2003.]

GOVT 395 New Forces (Actors and Issues) in International Politics (III)

Spring. 4 credits. A. Carlson.
How important are regional groupings, non-governmental organizations, narco-terrorists, ethnic groups, and transnational environmental issues, within international politics? These forces seem to be occupying an increasingly central position in the international arena, yet the factors that have caused their rise, and the degree to which they have transformed the face of international politics, are still poorly understood. In this course we address such issues through exploring how students of international politics have described and explained the emergence of these new forces in the international system during the post-Cold War period. In short, the course focuses on determining the extent to which we are witnessing a transformation of the international political system, and why such a change is (or is not) taking place.

[GOVT 475 The Politics of International Monetary and Financial Relations (III)]

4 credits. Not offered 2002-2003.]

GOVT 476 The Politics of Disease (III)

Spring. 4 credits. Enrollment limited to 15 students. R. McDermott.
This course covers several specific aspects of public health policy. First, the effect of diseases like AIDS on the economic, political,

and cultural institutions in the United States and Africa are examined. Second, the way in which the United States government has responded to various epidemics and disease outbreaks is explored. Why is it that some diseases receive more funding than others? How has the public health system responded to the outbreak of epidemics, both historically and currently? What are the politics behind the development and marketing of new drugs? In the final section of the class we discuss bioterrorism. How does it work? What responses can we put in place to defend against it?

[GOVT 477 Rational Choice Approaches to International Relations (III)]
4 credits. Not offered 2002–2003.]

[GOVT 478 Decision Making (III)]
4 credits. Not offered 2002–2003.]

[GOVT 479 Sovereignty and International Relations (III)]
4 credits. Not offered 2002–2003.]

GOVT 481 Democracies in the International System (III)
Fall. 4 credits.

Now offered as GOVT 400.02.

GOVT 482 Uniting China, Integrating with the World (III)
Fall. 4 credits. Enrollment by permission of the instructor. A. Carlson.

This seminar is intended to examine the increasingly complex relationship that has evolved between China and the rest of the international system during the 1980s and 1990s. In it, emphasis is placed upon the inter-related, yet often contradictory, challenges facing Beijing in regards to the task of furthering the cause and interdependence with the global economy. More specifically, we delve into the ongoing controversies within China over Tibet and Taiwan's international status, membership in the WTO, and the rise of Chinese nationalism. Exploration of these issues is framed within a consideration of the broader literature in international relations theory and comparative politics.

[GOVT 483 The Military and New Technology (also S&TS 483) (III)]
Not offered 2002–2003.]

[GOVT 486 Gender, Nationalism, and Conflict (III)]
4 credits. Not offered 2002–2003.]

GOVT 487 Asian Security (also GOVT 687) (III)

Spring. 4 credits. A. Carlson, J. J. Suh. Throughout the 1990s it has been part of the conventional wisdom of international relations scholarship that Asia was, in the words of Aaron Friedberg, "ripe for rivalry." In this seminar we explore the accuracy of such an assessment through studying Asia's historical and contemporary security situation. Such an examination is oriented toward introducing students to the main security issues confronting Asia, alongside an exploration of the extent to which competing explanations drawn from different strands of IR theory and the security field can explain such issues. In addition, we ask students to challenge the limitations of traditional security studies through considering the importance of new actors and issue areas within the region. In short, while the seminar has a regional focus on east Asia, it is framed within the broader literature of the field.

GOVT 490 International Institutions (also GOVT 690) (III)

Fall. 4 credits. J. J. Suh.

This is a study of the ways in which units in the international system are constituted and how their interactions are institutionalized. We examine not only formal international organizations that have formal decision-making rules and palpable entities, but also "settled practices" that legitimize certain actions and de-legitimize others. We develop our theoretical understanding of international institutions by analyzing such issue areas as decolonization, human rights, the environment, and communications.

GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs (also GOVT 691) (III)

Spring. 4 credits. M. Evangelista.

This course examines current and historical issues in international relations from the perspective of international law, norms, and ethics. We develop general principles and concepts, such as "just war," "national interest," and "human rights," and apply them to real-world situations. Most of the focus of the course is on particular cases that involve legal and ethical issues: violations of human rights and genocide; war crimes; military intervention; economic sanctions; environmental degradation; economic injustice. The first part of the course examines these issues using examples from 20th century international affairs, including recent events. The second part focuses on current issues that pose ethical problems for the foreign policy of the United States: internal violence and human rights abuses in the former Yugoslavia and former Soviet Union; indigenous uprisings in Mexico and their relation to U.S. foreign economic policy; the appropriate U.S. response to situations in countries such as Haiti, Nigeria, and China.

Honors Courses

GOVT 493 Studying Politics: The Junior Honors Seminar

Fall and spring. 4 credits. Fall, H. Schamis; spring, M. Evangelista.

The seminar meets twice weekly under the supervision of a senior faculty member with numerous classes being led by other members of the department faculty. The seminar surveys the broad range of what we mean by "the study of politics" and the various methods we enlist to carry out the study. The seminar is writing intensive, requiring at least five papers.

GOVT 494 Honors Seminar: Thesis Clarification and Research

Fall. 4 credits. A. M. Smith.

A seminar designed to support thesis writers in the Honors Program during the early stages of their research projects. Limited to students who have been accepted into the Honors program.

GOVT 495 Honors Thesis: Research and Writing

Spring. 4 credits. Limited to students who have successfully completed GOVT 494.

Independent Study

Independent study, GOVT 499, is a one-on-one tutorial which is arranged by the student with a faculty member of their choosing. GOVT 499 is open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than four credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for Independent Study is available in 125 McGraw Hall and must be completed at the beginning of the semester in which the course is being taken.

GOVT 499 Readings

Fall or spring. 1–4 credits.

Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

Field Seminars

GOVT 603 Field Seminar in American Politics

Fall. 4 credits. E. Sanders and W. Mebane.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

GOVT 606 Field Seminar in International Relations

Fall. 4 credits. A. Carlson, P. Katzenstein.

A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants are expected to do extensive reading in the literature as well as research.

GOVT 607 The Western Political Tradition: A Survey

Spring. 4 credits. N. Hirschmann.

An introduction to political theory through a reading of selected classics in political thought from Plato to Marx.

Methodology

[GOVT 601 Scope and Methods of Political Analysis]

Not offered 2002–2003.]

[GOVT 602 Seminar in Political Methodology]

Not offered 2002–2003.]

GOVT 605 Comparative Methods

Fall. 4 credits. J. Pontusson and K. O'Neill.
This seminar provides a survey of different methodological approaches to the study of comparative politics: single case studies, comparative case studies based on Millian logic, qualitative comparative analysis, and a variety of quantitative methods. Substantive works are used to illustrate each approach. Throughout, the discussion emphasizes methodological issues that are common to all forms of comparative inquiry.

[GOVT 707 Game Theory for Political Science]

Not offered 2002-2003.]

American Government and Institutions**GOVT 610 Political Identity: Race, Ethnicity, and Nationalism (also LSP 610)**

Fall. 4 credits. M. Jones-Correa.
The social sciences generally treat ethnicity, nationalism, and race as descriptive categories or variables, while avoiding actually defining these categories, or thinking about how they should be used. The course seeks answers to the following questions: How should we go about describing ethnicity, nationalism, and race? Should we treat them as primordial or as social constructions? Much of the recent literature suggests the latter. If constructed, by whom are they constructed (or by what)? What constrains/structures these constructions? What purposes do these constructions serve? Whom do they serve? Are some constructions better representations of identity than others, and what does this mean? How should we go about applying these categories in political analysis?

GOVT 611 The Political Economy of American Development, 1860-1900

Fall. 4 credits. R. Bensel.
This course traces and describes the political economy of national state formation from the last decades of the antebellum period, through the Civil War and Reconstruction eras, and end with the transition to a more industrial society during the late nineteenth and early twentieth centuries. Using a broad survey of the historical literature on these periods, the course investigates: (1) the connection between slavery and the emergence of southern separatism; (2) the impact of conflict between the plantation South and industrializing North on American state formation; (3) the failure of post-Civil War attempts to remold the southern political economy; (4) the role of finance capital markets in industrial and western agrarian expansion and the consequent emergence of monetary issues in national politics; and (5) the political economic basis of possible developmental trajectories other than the high-tariff, gold-standard one actually followed.

[GOVT 612 American Political Development in the 20th Century (co-taught with GOVT 404)]

Not offered 2002-2003.]

[GOVT 613/413 Finance, Federalism, and Politics]

4 credits. Not offered 2002-2003.]

[GOVT 615 State and Economy in Comparative Perspective]

4 credits. Not offered 2002-2003.]

GOVT 620 The United States Congress

Spring. 4 credits. R. Bensel.
The United States Congress is examined: first, as a "closed system" in which institutional arrangements decisively apportion political power; and, second, as the product of electoral and social forces outside the institution. Emphasis is placed on the historical relationship between institutional growth and state formation, parliamentary rules as both arrangements within which the "rational choices" of legislators are played out and as deliberate, constructions and allocations of political influence, and the use of legislative behavior as evidence in the analysis of fundamental principles of politics. Because the literature on the lower chamber is generally more rich, the House of Representatives receives greater attention than the Senate.

[GOVT 623 The Politics of Courts]

Not offered 2002-2003.]

GOVT 703 Political Economy

Fall, spring. 4 credits. J. Kirshner.
This course undertakes a general survey of the classical and modern theories of political economy. The works of Smith, List, Marx, Weber, Keynes, Shumpeter, Hayek, and Friedman, among others, are studied and placed within the context of the history and evolution of the thought, practice, and method of the field.

GOVT 728 Government and Public Policy

Fall. 4 credits. T. J. Lowi.
For description, see GOVT 428.

Comparative Government**[GOVT 630 The Political Economy of Market Reform]**

Spring. 4 credits. Not offered 2002-2003.]

[GOVT 632 Politics and Society in Western Europe]

4 credits. Not offered 2002-2003.]

[GOVT 638 Latin American Political Economy]

4 credits. Not offered 2002-2003.]

[GOVT 639 Studying Political Culture]

Not offered 2002-2003.]

GOVT 641 Revitalizing Labor: A Comparative Perspective (also ILRIC 632)

Fall. 4 credits. L. Turner.
For description, see ILRIC 632.

[GOVT 642 Comparative Political Economy: East and Southeast Asia]

4 credits. Not offered 2002-2003.]

[GOVT 645 Chinese Politics]

Not offered 2002-2003.]

GOVT 647 Criminality and the State

Spring. 4 credits. L. Ryter.
Criminality has been approached in the social sciences from a variety of angles. Sociologists following Durkheim have viewed crime as a social anomie. Critical theorists following Foucault have understood criminality as an integral and functional part of the social system. Comparative politics has tended to approach criminality from above, viewing it, for instance, as an inverse measure of the relative degree of institutionalization of legal systems. Meanwhile, empirical studies of post-colonial states (in particular but not exclusively) suggest a problematic indeterminacy between state authorities and criminals. State

officials and institutions may act criminally with impunity (corruption) while criminals may act on behalf of state officials (contracted extra-judicial political violence). This seminar explores the relationship between criminality and the state, mostly in post-colonial contexts, drawing from interdisciplinary theoretical literatures as well as area-specific empirical studies, literature, and film. Although we focus largely on cases in Southeast Asia, where there is an emerging literature on criminality and the state as well as empirical studies, graduate students with other area knowledge are encouraged to bring their materials to the seminar discussions.

[GOVT 653 The Plural Society Revisited (also ASIAN 607)]

4 credits. Not offered 2002-2003.]

GOVT 656 Comparative Political Economy

Fall. 4 credits. C. Way.
While exploring selected topics in the comparative political economy of advanced industrial societies, this seminar seeks to delineate "political economy" as a subfield of political science. At the level of theory, our goal is to bridge two research traditions, one concerned with micro-economic issues (industrial organization, industrial policy, competitiveness) and the other concerned with macro-economic issues (wage bargaining, fiscal and monetary policy), and to explore what a synthesis of these research traditions might look like. At the level of methodology, we seek to bridge and integrate qualitative and quantitative approaches to comparative political economy. Students are expected to have some prior exposure to quantitative analysis (e.g., GOVT 601).

GOVT 657 Comparative Democratization

Spring. 4 credits. V. Bunce.
This course focuses on the transition from authoritarian to liberal politics in Eastern Europe and in Latin America. Particular attention is paid to Poland, Hungary, Russia as well as Argentina, Brazil, and the not-necessarily-transitional Mexico. During the course, we also bring in a variety of other cases of recent democratization—in particular, Spain, Portugal, Italy, and Greece. Our focus is equally divided between the empirics of these transitions and theoretical understandings of transitions to democracy.

GOVT 660 States and Social Movements (also SOC 660)

Fall. 4 credits. S. Tarrow.
Two traditions run parallel in political sociology and comparative politics: the study of statebuilding and state transformation and the study of social movements and contentious politics. In the 1960s and 1970s, they converged in the work of scholars like Charles Tilly, who advanced both fields of study, which then ran along parallel but largely independent tracks. This course seeks to synthesize the two traditions, drawing on both historical and contemporary materials from Europe and the Third World, and searching for the key mechanisms and processes that link forms of contention to processes of statebuilding and state transformation.

GOVT 692 The Administration of Agricultural and Rural Development

Spring. 4 credits. N. Uphoff.
For description, see INTAG 603.

[GOVT 731 Political Ecology]
4 credits. Not offered 2002–2003.]

[GOVT 732 Postsocialist Transformations]
4 credits. Not offered 2002–2003.]

[GOVT 735 Politics of South Asia]
4 credits. Not offered 2002–2003.]

Political Theory

[GOVT 663 Political Theories of Power]
4 credits. Not offered 2002–2003.]

[GOVT 665 American Political Thought: From Madison to Malcolm X]
4 credits. Not offered 2002–2003.]

[GOVT 667 Major Figures in Modern Political Theory]
4 credits. Not offered 2002–2003.]

[GOVT 668 Major Figures in Modern Political Theory II: Freedom]
Not offered 2002–2003.]

GOVT 669 Modern Social Theory

Fall. 4 credits. S. Buck-Morss.
Readings vary, but topics are drawn from the traditions of Marx, Weber, Durkheim, the Frankfurt School, and Freud. They include political economy, the transformation to "modernity," ideology as the legitimization of power, and social institutions as social constraints. The methods of critical theory, structuralism, poststructuralism, and feminism are considered.

[GOVT 670 Modern Social Theory II (also GERST 670)]
4 credits. Not offered 2002–2003.]

[GOVT 671 Graduate Seminar in Feminist Political Theory]
Not offered 2002–2003.]

[GOVT 673 Republicanism and Liberalism]
4 credits. Not offered 2002–2003.]

GOVT 674 Theory and Practice of Nationalism

Spring. 4 credits. D. Schirmer.
This course is devoted to the comparative study of the rise and transformation of nationalism, according to different theoretical and philosophical traditions. The relationship of nationalism to questions of race, gender, class, and time is also discussed on the basis of both theoretical and empirical studies.

[GOVT 675 Gramsci and Cultural Politics (also GERST 685)]
4 credits. Not offered 2002–2003.]

[GOVT 760 Theoretical Approaches to Ideology]
4 credits. Not offered 2002–2003.]

[GOVT 761 "The Sign of History": Kant and Lyotard (also GERST 693)]
4 credits. Not offered 2002–2003.]

[GOVT 762 Sexuality and the Law Seminar (also WOMNS 762)]
Not offered 2002–2003.]

International Relations

[GOVT 680 Sovereignty and International Politics]
Not offered 2002–2003.]

GOVT 681 Politics of Transnationalism (also SOC 661)

Fall. 4 credits. S. Tarrow.

Between the realism of traditional international relations and the constructivism of its critics, a new school of transnational politics has developed. Ranging from sociological institutionalists who examine transnational normative diffusion to students of international institutions who focus on non-state authority, to students of globalization and its discontents, scholars in this tradition examine the responses of actors in civil society to a globalizing world through their interactions with one another, with states, and with international institutions. The course traces the development of this area of research from its origins in the "old" transnational politics of the 1970s; examines critically the contributions of constructivism, sociological institutionalism, and global civil society; and proposes a model of the international system in which transnational actors—claiming to act as proxies for civil society groups—interact with states and international institutions. Particular attention is paid to the formation of transnational coalitions among social movements, transnational advocacy networks, state actors and agents of international institutions.

[GOVT 684 Strategies of Inquiry for International and Comparative Politics]

4 credits. Not offered 2002–2003.]

GOVT 685 International Political Economy

Spring. 4 credits. C. Way.
An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar covers different theoretical perspectives and a number of substantive problems.

GOVT 687 Asian Security (also GOVT 487)

Spring. 4 credits. A. Carlson, J. J. Suh.
For description, see GOVT 487.

[GOVT 688 Political Economy and National Security]
Not offered 2002–2003.]

GOVT 689 International Security Politics

Fall. 4 credits. R. McDermott.
This course provides an overview of theoretical and research topics in the area of international security policy. The course covers several theoretical perspectives, including rational choice and psychological approaches to the study of security issues. These perspectives are used to examine various substantive topics including war and deterrence, balance of power, alliance politics, domestic constraints on foreign policy and military strategy. Less attention is paid to issues involving economic cooperation and sanctions.

GOVT 691 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs (also GOVT 491)

Spring. 4 credits. M. Evangelista.
For description, see GOVT 491.

Independent Study

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for GOVT 499.

GOVT 799 Independent Study

Fall or spring. 4 credits.

GOVT 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements are designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate assistant in 125 McGraw Hall.

GREEK

See Department of Classics.

HEBREW

See Department of Near Eastern Studies.

HINDI-URDU

See Department of Asian Studies.

HISTORY

S. Greene, chair; P. Dear, director of graduate studies; P. Holquist, director of undergraduate studies; S. Blumin, T. Borstelmann, V. Caron, D. Chang, S. Cochran, R. Craib, P. R. Dear, O. Falk, M. C. Garcia, K. Graubart, S. Greene, P. Holquist, I. Hull, P. R. Hyams, C. Kammen, M. Kammen, S. L. Kaplan, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, T. L. Loos, R. L. Moore, J. M. Najemy, M. B. Norton, C. Peterson, J. R. Piggott, S. Pohl, R. Polenberg, W. B. Provine, M. J. Roldan, M. Steinberg, B. Strauss, E. Tagliacozzo, M. Washington, R. Weil, J. H. Weiss

Emeritus: D. A. Baugh, J. J. John, W. M. Pintner, J. H. Silbey, F. Somkin, B. Tierney, D. Wyatt

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

Advanced Placement and International Baccalaureate

Advanced placement and International Baccalaureate credit awarded by the College of Arts and Sciences counts towards the 120 credits needed for graduation, but does not count toward completion of the history major. Students earning a 4 or 5 in the Advanced Placement Examination or a 6 or 7 in the International Baccalaureate history examinations are urged to enroll in intermediate or

advanced history classes. Students who are unsure about their qualification should consult the instructor.

The Major

To complete the history major, a student must fulfill the requirements listed below:

Entry requirement: completion of *any* two History courses excluding First-Year Writing Seminars.

- 1) Take nine history department courses (for either 3 or 4 credits each), completing all of them with a grade of C or better. (Courses taken for entry may count towards fulfilling the major.)
- 2) Of the total nine courses:
 - a) four must be outside of American history and
 - b) three must be in history before 1800.

Courses used to fulfill requirement (1) above may also be used to fulfill Requirement (2), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used to fulfill Requirement (2b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (2a) and (2b).

- 3) Of the total nine courses, one must be a 400-level seminar. HIST 400 may be used to fulfill this requirement. Appropriate 400-level seminars may be used to fulfill Requirements (2a) and (2b).

Honors

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing the thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (History 400) plus an additional 400-level seminar, preferably during their junior year, and complete 10 courses in history (for 3 or 4 credits each). During the second term of the sophomore year or early in the junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of the senior year, the candidate presents, in conversation or in writing, a thesis proposal to an appropriate member of the faculty. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in HIST 401, Honors Research, with their supervisors. Any exceptions to this must be approved by the Honors Committee. HIST 401 is a four-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for HIST 401, the student submits to the supervisor a 10- to 15-page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole and meets with a committee consisting of the student's supervisor and one other department member who will eventually serve as a reader of the

thesis. That committee then recommends whether the student may proceed to enroll in HIST 402, Honors Thesis, during the final semester of the senior year. HIST 402 is a four-credit course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the two faculty members who administered the preliminary oral interview in December.

The text of the honors essay may not exceed 60 pages except by permission of the chair of the honors committee and the student's supervisor. Two copies are due during the third or fourth week of April. In May each honors candidate is given an oral examination administered by the supervisor; examination focuses on the essay as well as the specific subfield of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century American politics).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a 3.5 cumulative average in all history courses and (2) earn at least a cum laude grade on the honors essay and on the oral examination.

Cornell-in-Washington Program. History majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

Course Offerings

Comparative history

History of science

American history

Latin American history

African history

Asian history

Near Eastern history

Ancient European history

Medieval, Renaissance, and early modern European history

Modern European history

Honors and research courses

Course Numbering System

100-level courses are very general introductory courses (like 151-152, 190-191) and freshman writing seminars.

200-level courses come in two kinds: seminars or lecture courses. Neither kind has prerequisites and both admit freshmen.

200-249-level seminars (which are identified by the name "seminar" in the title) are similar to first-year writing seminars, except that there is greater emphasis on subject matter and less on writing.

250-299-level lecture courses cover a relatively broad geographical area, period of time, or subject.

300-399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250-299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400-499 are upper level undergraduate courses.

600-699 and 800-899 are graduate level courses.

Comparative History

[HIST 274 Foodways: A Social History of Food and Eating # (III)]

Fall. 4 credits. Not offered 2002-2003.

S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases are drawn widely across space and time, from Pharaoh's Egypt to the 1990s.]

[HIST 360 Early Warfare, East and West # (III)]

Fall. 4 credits. Not offered 2002-2003.

C. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of nonmilitary factors.]

[HIST 380 Social History of Western Technology # (III)]

4 credits. Not offered 2002-2003. J. Weiss.

For description, see History of Science.]

[HIST 393 Images of Humanity in Medieval China (also ASIAN 393) @ # (III)]

Fall. 4 credits. Prerequisite: any course on premodern China or Chinese religions, or permission. Not offered 2002-2003.

C. Peterson.]

[HIST 409 Seminar on Work in Europe and America # (III)]

Fall. 4 credits. S. L. Kaplan.

A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis is on the "representations" of work of the actors themselves who worked, as well as of those, who for various critical reasons, did not work. The seminar examines not only ideology but also the organization, practice, and physical place of work. It explores theory as well as "cases," and draw on anthropological and sociological as well as historical materials.

[HIST 428 Narratives of the University (also S HUM 408) (III)]

Fall. 4 credits. Limited to 15 students.

J. Williams.

What is the university—this institution in which we find ourselves, and to which we've committed considerable time, money, and effort—for? The typical way to answer this is to look at the tradition of "the idea of the university." In this seminar, we examine some of those key "ideas," from Kant through Newman to Readings. But we also focus on other ideas of the university, as represented in histories of the university, "academic" novels and popular films of "college life," and statements such as media reports and university memoranda, from the eighteenth century to the present.

[HIST 432 The City in History: Europe and America # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe and in modern Europe and America. Individual research projects.]

[HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also GOVT 454) # (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. Not offered 2002–2003. J. Najemy, M. Bernal.]

HIST 487 Humanities and the Modern University (also SHUM 420) (III)

Spring. 4 credits. Limited to 15 students. P. Rosenberg.

The seminar studies conceptions of the place of the humanities in university education from the Renaissance to the present. We examine debates about the content and purpose of a liberal humanistic education; and place these debates in the context of changing views of the social functions of the university. Readings are in both primary and secondary sources; principally in intellectual history but with occasional forays into social history. Major topics in the course include Renaissance humanism, the Scientific Revolution, the Enlightenment, the 19th century German universities, the growth of professionalism and academic specialization in 20th century America, and recent debates about postmodernism and the academic canon. All readings are in English.

History of Science

HIST 250 Technology in Society (also ENGRG 250, ECE 250, and S&TS 250) (III)

Fall. 3 credits. R. Kline.

For description, see ENGRG 250.

HIST 280 The Sciences in the Twentieth Century (also S&TS 283) (III)

Fall. 4 credits. M. A. Dennis.

Science emerged as a powerful source of social, economic, and political power during the twentieth century. Through an examination of the development of the sciences—physical and biomedical—during the twentieth century, students learn about the reciprocal relations between science and society. Topics covered may include the rise and development of quantum mechanics; the emergence of Big Science; the history of the sciences in totalitarian nations, especially the former Soviet Union, Nazi Germany, and Communist China; the evolutionary synthesis; the rise and fall of molecular biology; the multiple forms of eugenics; the changing character of the social sciences; the role of new technologies in scientific change, especially computer and communication technology; the growth of science as a profession; and the development of science in non-Western cultures.

HIST 281 Science in Western Civilization (also S&TS 281) # (III)

Fall. 4 credits. HIST 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show

science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.

HIST 282 Science in Western Civilization (also S&TS 282) # (III)

Spring. 4 credits. HIST 281 is not a prerequisite to 282. P. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show sciences as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

HIST 287 Evolution (also BIO EE 207, S&TS 287) (I or III)

Fall or summer. 3 credits. W. Provine.

For description, see BIO G 207.

HIST 292 Inventing an Information Society (also ENGRG 298, ECE 298, and S&TS 292) (I or III)

Spring. 3 credits. R. Kline.

For description, see ENGRG 298.

[HIST 380 Social History of Western Technology # (III)]

Spring. 4 credits. Not offered 2002–2003.

J. Weiss.

Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention is paid to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.]

HIST 415 Seminar in the History of Biology (also BIO G 467, B&SOC 447, S&TS 447) (I or III)

Summer (6-week session). 4 credits.

W. Provine.

Specific topic changes each year.

[HIST 471 Knowledge and Politics in Seventeenth Century England (also S&TS 473) # (III)]

Spring. 4 credits. Limited to 15 students.

Not offered 2002–2003. P. Dear and

R. Weil.

England in the 17th century was a revolutionary ferment of political, religious, and philosophical conflict. This course examines the conflicts and arguments, and the means explored for their apparent resolution. These affected ideas of God and worship, the meanings of gender, conceptions of the

natural world and its scientific appropriation, and the legitimacy and proper form of political power. The course focuses on the close study of primary source readings by many of the principal players in all these areas, including Francis Bacon, Thomas Hobbes, the Duchess of Newcastle, and John Locke.]

[HIST 525 Seminar in the History of Technology (also S&TS 525)]

Fall. 4 credits. Not offered 2002–2003.

R. Kline.

For description, see S&TS 525.]

[HIST 616 Enlightened Science (also S&TS 416)]

Fall. 4 credits. Not offered 2002–2003.

P. R. Dear and M. A. Dennis.

"Science" is a term that is often associated with "rationality." The idea that "reason," rather than "faith" or "tradition" should be the pre-eminent guide to practical action has deep roots in the thought of eighteenth-century Europe, the period known as the Enlightenment. The practice and image of science in the Enlightenment shows how this ideal was developed and understood, and what its meanings and implications were. Those meanings, and their associated values, remain strongly with us today. This course investigates our current scholarly understanding of many themes and issues relating to "enlightened science," and studies writings of the period itself in a variety of topical areas, from political economy to astronomy and natural history, in several national contexts including Scotland, France, and Germany. We attempt to view these materials from the perspective both of developments from earlier periods and in relation to the later consequences of this ideology.]

[HIST 680 Seminar in Historiographical Approaches to Science (also S&TS 680)]

Fall. 4 credits. Not offered 2002–2003.

P. R. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science.]

HIST 682 Topics in the Scientific Revolution (also S&TS 682)

Spring. 4 credits. P. R. Dear.

This is a graduate seminar devoted to investigation of recent scholarship and issues in sixteenth- and seventeenth-century European knowledge of nature. Students are expected to produce a substantial paper focused on the study of primary source documents. Topics include: credibility and social status; the academic environment; philosophy and court culture; and the situated meaning of experiment.

HIST 711 Introduction to Science and Technology Studies (also S&TS 711)

Fall. 4 credits. T. Pinch.

For description, see S&TS 711.

HIST 713 Issues in History of Technology

Spring. 3 credits. R. Kline.

For description, see S&TS 700.3.

American History

HIST 153 Introduction to American History (also AM ST 103) # (III)

Summer and fall. 4 credits. 101 is not a prerequisite for 102. F. Dunaway.

A survey of American history from the beginnings through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

HIST 154 Introduction to American History (also AM ST 104) (III)

Summer and spring. 4 credits. 101 is not a prerequisite for 102. T. Borstelmann. An introductory survey of the development of the United States since the Civil War.

[HIST 200 Seminar: Immigration and Ethnicity in Twentieth-Century U.S. (III)]

Spring. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2002-2003. M. C. Garcia.]

[HIST 202 Comparative Migration in the Americas (also AM ST 204 and LSP 203) @ (III)]

Spring. 4 credits. Letter grade only. Not offered 2002-2003. M. C. Garcia.

A seminar examining migration both within and to the Americas in the nineteenth and twentieth centuries. Topics to be discussed are the reasons for population movements; immigration policies; social, economic, and political accommodation; nativist and restrictionist responses; women and migration; remittances and transnationalism. Among the immigrant-receiving nations studied are Argentina, Brazil, Canada, Cuba, Mexico, and the United States.]

[HIST 208 Seminar: The Era of Franklin D. Roosevelt (also AM ST 208) (III)]

Fall. 4 credits. Seminar designed for underclass students but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2002-2003. R. Polenber. The impact of the Great Depression and World War II on American politics, law, and culture.]

[HIST 212 African-American Women in the Twentieth Century (also AM ST 212 and WOMNS 212) (III)]

Spring. 4 credits. Sophomore seminar. Not offered 2002-2003. M. Washington. An examination of twentieth-century themes significant in the historical experience of Black women. Major emphasis is on race, gender, community, art, and politics in post World War II America. Specific topics include African-American women's involvement in such areas as political activism at the electoral and grass-root levels; socio-economic issues affecting women and the community; religion; representation and participation of Black women in art and entertainment; and issues specific to gender cross-racially as well as intra-racially.]

HIST 214 Seminar on American Foreign Policy (also AM ST 214) (III)

Fall. 3 credits. Prerequisite: permission of instructor. W. LaFeber. Topic for fall 2002: U.S. Presidential power and foreign relations since the 1890s.

HIST 225 The U.S.-Mexico Border: History, Culture, Representation (also LSP 225) (III)

Spring. 4 credits. Sophomore seminar. Limited to 15 students. R. Craib, M. C. Garcia.

A writing-intensive, interdisciplinary sophomore seminar on the U.S.-Mexico border. The study of borders, and specifically of the U.S.-Mexico border, requires us to cross the disciplinary and methodological borders of academe itself. The proliferation of provocative writings on the border in recent years bears this assumption out: in no other field of study has the literature been so remarkably interdisciplinary; so methodologically eclectic; nor so theoretically provocative. This seminar intends to tap that literature to help students analyze and understand the histories, cultures, and representations of the border that are so important to contemporary self-fashioning and policy-making in the United States and Mexico. Readings include works of fiction, literary and cultural theory, history, science studies, and postcolonial criticism. Students can expect to write several papers of varying lengths that will develop their skills in historical research and textual criticism.

[HIST 238 History of Women in the Professions, 1800 to the Present (also AM ST 258, WOMNS 238, and HD 258) (III)]

Spring. 3 credits. Not offered 2002-2003. J. Brumberg. For description, see HD 258.]

HIST 242 Religion and Politics in American History: From J. Winthrop to R. Reed (also AM ST 242 and RELST 242) (III)]

Spring. 4 credits. Sophomore seminar. R. L. Moore.

A reading and research seminar concerned with popular culture in nineteenth-century America (publications, performances, and audiences).

HIST 246 New York Women (also WOMNS 241) (III)]

Spring. 4 credits. Limited to 15 students. M. Rossiter.

Over the centuries New York State has been the site of activity for a great many women of consequence. This course is a one-semester survey of the past and present activities and contributions of rural and urban women in a variety of fields of interest to Cornell students—politics, medicine, science, the law, education, business (including hotels), entertainment, communications, government, labor, religion, athletics, the arts and other areas. Weekly readings and discussion and a paper, possibly using local or university archives.

[HIST 251 Black Religious Traditions from Slavery to Freedom (also AM ST 251, RELST 251) (III)]

Fall. 4 credits. Sophomore seminar. Letter only. Not offered 2002-2003. Next offered 2003-2004. M. Washington.

A survey on the black religious and spiritual traditions during bondage and the early years of freedom. The course examines slave religion, the rise of black churches in the North, the formation of black churches after the Civil War, the independent church movement and the churches' role in social protest.]

[HIST 260 Introduction to U. S. Latino History, Part I (also LSP 260 and AM ST 259) (III)]

Spring. 4 credits. Not offered 2002-2003. Next offered 2003-2004. M. C. Garcia. This course introduces students to the history of Latinos in the United States. We focus specifically on the history of Chicanos

(Mexican Americans) and Central Americans. Part II of this course, History 261, focuses on the history of Puerto Ricans, Cubans, and Dominicans in the U.S. (students are not required to take both courses). Among the topics addressed are: historical immigration patterns and the "push/pull" factors that compelled migration to the United States; the social and political events that shaped the evolution of these Latino communities; and the role of cultural identity, race, class, and gender in shaping experience; and the role of foreign policy in formulating immigration policy.]

[HIST 261 Introduction to U.S. Latino History, Part II (also LSP 261 and AM ST 261) (III)]

Spring. 4 credits. Not offered 2002-2003. Next offered 2003-2004. M. C. Garcia.

This survey discusses the history of Latinos from the Caribbean: the Puerto Ricans, Cubans, and Dominicans. Students are introduced to some of the most important historical and theoretical works in this field. Topics discussed include the push-pull/historical-structural factors that influenced migration to the United States; the historical evolution of these communities; the role of cultural identity, as well as race, class, and gender in shaping experience; and the intersection of foreign policy and immigration policy.]

HIST 264 Introduction to Asian American History (also AAS 213 and AM ST 213) (III)]

Fall. 4 credits. D. Chang.

An introductory history of Chinese, Japanese, Asian Indians, Filipinos, and Koreans in the United States from the mid-nineteenth century to the 1990s. Major themes include racism and resistance, labor migration, community formation, imperialism, and struggles for equality.

HIST 266 Introduction to Asian American Studies (also AAS 110) (III or IV)]

Spring. 4 credits. D. Chang. An interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage is given to both Hawaii and the U.S. mainland, and to Asian Indians, Chinese Filipinos, Hawaiians, Japanese, Koreans, and South Asians.

HIST 272 The Atlantic World from Conquest to Revolution # (III)]

Spring. 4 credits. R. J. Weil, K. Graubart and M. B. Norton.

After Europeans first crossed the Atlantic in the late fifteenth century, the ocean became a vast highway linking the European powers—Spain, France, Britain, and the Netherlands—with their colonial outposts in America. This seminar explores the Atlantic world through reading such primary sources as the log of Christopher Columbus and the autobiography of Olaudah Equiano, an Anglo-African sailor, and recent scholarly examinations of the slave trade and other aspects of the Atlantic economy. Intended primarily for sophomore prospective history majors; open to others by permission of instructors.

[HIST 273 Women in American Society, Past and Present (also WOMNS 273) # (III)]

Spring. 4 credits. Not offered 2002-2003. Next offered 2003-2004. M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

HIST 303 African-American Women in Slavery and Freedom (also WOMNS 307 and AM ST 303) # (III)

Fall. 4 credits. Letter only. M. Washington. Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, and gender crossracially beginning with the African background and ending at 1900.

[HIST 304 American Culture in Historical Perspective, 1880-1980 (also AM ST 304) (III)]

Spring. 4 credits. Not offered 2002-2003. Next offered 2003-2004. M. Kammen. An introduction to the study of modern American culture. Emphasis is on the role of culture in the quest for national identity; the function of cultural myths and myth making; the advent of modernism; relationships between mass culture, popular culture, and high culture; and the question of American exceptionalism (distinctiveness). Special attention is also paid to the situation of subcultures and regions, to the changing role of entertainment in relation to leisure, the media, ethnicity (pluralism), and the decorative and popular arts.]

[HIST 311 The Structure of American Political History (also AM ST 311) # (III)]

Fall. 4 credits. Not offered 2002-2003. Next offered 2003-2004. Staff. Examines the course of American politics from the eighteenth century to the Gilded Age, focusing on the development of American political culture, the nature of decision making, and the role of social conflict, mass behavior, political parties, and political elites in shaping our political history.]

[HIST 312 The Structure of American Political History (also AM ST 312) (III)]

Spring. 4 credits. Not offered 2002-2003. Next offered 2003-2004. Staff. A continuation of HIST 311 but can be taken independently. Examines the course of American politics from the 1890s to the present, focusing on the massive transformation of American political life in the late nineteenth and twentieth centuries in response to industrialism and urbanization, the depression, and the international crises from the 1930s to the 1990s.]

HIST 313 U.S. Foreign Relations, 1750-1912 # (III)

Fall. 4 credits. W. LaFeber. Examines the development of the U.S. continental and global empires by analyzing policy and policymakers from Benjamin Franklin to Willard Straight. Emphasis is placed on domestic events that shaped foreign policy. In conjunction with HIST 313, a special course, 201, for discussion and guided research is offered.

HIST 314 History of American Foreign Policy, 1912 to the Present (also AM ST 314) (III)

Spring and summer. 4 credits. T. Borstelmann. Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the Cold War, the Third World, and the increasingly dominant role of the president in the making of U.S. foreign policy.

HIST 316 American Political Thought: From Madison to Malcolm X (also AM ST 376 and GOVT 366) # (III)

Fall. 4 credits. I. Kramnick. For description, see GOVT 366.

[HIST 318 American Constitutional Development (also AM ST 317) (III)]

Fall. 4 credits. Not open to freshmen. Not offered 2002-2003. Next offered 2003-2004. R. Polenber. Major issues in constitutional history. Topics include: the drafting of the Constitution; the Bill of Rights; the Marshall era; the crises caused by slavery and emancipation; the rise of substantive due process; Holmes, Brandeis, and freedom of speech; the Roosevelt "revolution"; civil liberties and civil rights in modern America; the right of privacy; the contemporary Supreme Court.]

[HIST 321 Colonial North America to 1763 # (III)]

Fall. 4 credits. Not offered 2002-2003. M. B. Norton. A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.]

HIST 324 Varieties of American Dissent, 1880-1900 (also AM ST 324) (III)

Fall. 4 credits. N. Salvatore. The idea of dissent in American society raises a variety of images. Civil rights activists, striking workers, and student radicals of the 1960s are familiar symbols of dissent. But might we understand a Pentecostal believer, filled with the spirit of his or her God in critiquing contemporary society, as an example of American dissent? This course explores the varieties of economic, political, and cultural dissent in America between 1880 and 1990, and examines how understanding dissent in its specific historical context illuminates major aspects of American life and culture.

[HIST 325 Age of the American Revolution, 1754-1815 (also AM ST 322) # (III)]

Spring. 4 credits. Not offered 2002-2003. M. B. Norton. An examination of the process by which the 13 English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention is paid to the impact of the American Revolution on women, Blacks, Indians, and white males.]

[HIST 330 The Age of Jackson, 1815-1850 (also AM ST 330) # (III)]

4 credits. Not offered 2002-2003. Staff. **[HIST 331 The American Civil War and Reconstruction 1850-1877 (also AM ST 331) # (III)]** 4 credits. Not offered 2002-2003. Staff. An analysis of the factors leading up to the breakup of the Union, the impact of the war in North and South, and the problems of restoration and reconstruction of the seceded states.]

[HIST 332 The Urbanization of American Society: 1600-1860 (also AM ST 332) # (III)]

Fall. 4 credits. Not offered 2002-2003. S. Blumin. America was born in the country and moved to the city. This course examines the transformation of America from a rural to a rapidly urbanizing society and culture, from the first European settlements to the era of the Civil War. It is also a history of the city itself, as a human community, and as a crucible of cultural contact and change.]

[HIST 333 The Urbanization of American Society: 1860-2000 (also AM ST 333) (III)]

Spring. 4 credits. 332 is not a prerequisite to 333. Not offered 2002-2003. S. Blumin. America was born in the country and moved to the city. This course examines the transformation of America from the urbanizing society and culture of the mid-nineteenth century to the thoroughly metropolitan nation of the present. It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy.]

[HIST 335 African-American History from Slavery to Freedom # (III)]

Fall. 4 credits. Letter only. Not offered 2002-2003. M. Washington. Introductory course on African-Americans from 1619 to 1865. Emphasis is on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.]

[HIST 336 Capitalism and Society in Developing America, 1607-1877 (also AM ST 336) # (III)]

Fall. 4 credits. Not offered 2002-2003. S. Blumin. An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.]

[HIST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also AM ST 337) (III)]

Spring. 4 credits. Not offered 2002-2003. S. Blumin. An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the ethos of enterprise in twentieth-century American society.]

[HIST 340 Recent American History, 1925-1960 (also AM ST 340) (III)]

Spring. 4 credits. Not open to freshmen. Not offered 2002-2003. R. Polenberg.

Topics include the Sacco-Vanzetti case; radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s.]

[HIST 341 Recent American History, 1960 to the Present (also AM ST 341) (III)]

Summer and fall. 4 credits. Not open to freshmen. Not offered 2002-2003.

R. Polenberg.

Topics include the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War and Watergate; politics and the presidency from Carter to Clinton; and class, race, and ethnicity in modern America.]

[HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also AM ST 345 and RELST 345) # (III)]

Spring. 4 credits. Not offered 2002-2003. R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis is placed on religious pluralism.]

[HIST 346 The Modernization of the American Mind (also AM ST 346) (III)]

Fall. 4 credits. R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.

[HIST 347 American Environmental History (also AM ST 347) (III)]

Spring. 4 credits. F. Dunaway.

This course provides an introduction to American environmental history, an exciting and relatively new field of scholarship. Ranging from the colonial period to the present, we explore how different groups of Americans have interacted with the natural world.

[HIST 359 American Families in Historical Perspective (also AM ST 359, HD 359, and WOMNS 357) (III)]

Spring. 3 credits. Prerequisite: HD 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HD 359. Not offered 2002-2003. J. Brumberg.

For description, see HD 359.]

[HIST 375 The African-American Workers, 1865-1910: The Rural and Urban Experience (also ILRCB 385) # (III)]

Fall. 3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 2002-2003. N. Salvatore.

For description, see ILRCB 385.]

[HIST 376 The African-American Workers, 1910-the present: Race, Work, and the City (III)]

Not offered 2002-2003. N. Salvatore.

For description, see ILRCB 386.]

[HIST 378 Topics in U.S. Women's History (also AM ST 378 and WOMNS 378) (III)]

Fall. 4 credits. Preference given to students who have taken HIST/WOMNS 273, HIST/WOMNS 303, or HIST/WOMNS 238.

Others: by permission of instructor only.

M. B. Norton.

Topic for 2003: Gender and Sexuality in America. A colloquium course, limited to 20 students. Students read and discuss some of the new scholarly work on gender and sexuality in American history. They also prepare several written and oral presentations based on their analyses of primary sources in the Cornell Human Sexuality collection and elsewhere.

[HIST 411 Undergraduate Seminar in American Political History (also AM ST 411) (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.

J. Silbey.]

[HIST 414 Motivations of American Foreign Policy (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.

W. LaFeber.]

[HIST 418 Undergraduate Seminar in the History of the American South (III)]

4 credits. Not offered 2002-2003. J. Silbey.]

[HIST 419 Seminar in American Social History (also AM ST 419) (III)]

Spring. 4 credits. Not offered 2002-2003. S. Blumin.

Topic for 2002: Race, class and the American city in the nineteenth and twentieth centuries. Offered in Cornell-in-Washington program.]

[HIST 421 Undergraduate Seminar in Cultural History (also AM ST 421) (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.

M. Kammen.]

[HIST 426 Undergraduate Seminar in Early American History # (III)]

Spring. 4 credits. Not offered 2002-2003. M. B. Norton.]

[HIST 428 Race and Ethnicity in Nineteenth-Century America (III)]

Spring. 4 credits. D. Chang.

This course explores the significance of race and ethnicity in America from colonial legacies to legal segregation and immigration restriction in the late-nineteenth century. Major themes include processes of categorization, construction, and oppression; identity; community formation and resistance; and struggles for equality.

[HIST 430 America in the Camera's Eye (III or IV)]

Fall. 4 credits. Not offered 2002-2003. Next offered 2003-2004. R. L. Moore.

Photographs and films have become archives for historical research. From the era of Matthew Brady's Civil War images, the United States has been recorded by documentary photographers who have called attention to the country's progress and its poverty. Hollywood filmmakers have also recorded endless images of the American landscape and placed against that landscape fictionalized accounts of the country's history and its social problems. What can we learn from these images? What is their relation to written texts and to other documents that tell us about the

past? How truthful is documentary? How misleading is Hollywood? One key text is James Agee's and Walker Evans' *Let Us Now Praise Famous Men*. The seminar meets once each week for discussion and periodically during the semester to view films.]

[HIST 432 The City in History: Europe and America # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.

S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe, and in modern Europe and America. Individual research projects.]

[HIST 439 Reconstruction and the New South (also AM ST 439) # (III)]

Fall. 4 credits. Limited to 15 students. Not offered 2002-2003. M. Washington.

This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction is considered from a sociopolitical perspective, concentrating on the experiences of the freed-people. The New South emphasis includes topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.]

[HIST 440 Undergraduate Seminar in Recent American History (also AM ST 440) (III)]

Fall. 4 credits. Prerequisite: permission of instructor. R. Polenberg.

Topic: freedom of speech, censorship, and the Supreme Court.

[HIST 455 The Four Seasons Motif in American Culture (also AM ST 430.2) (III)]

Fall. 4 credits. Limited to 15 students.

Permission of instructor required.

M. Kammen.

The focus of this seminar is one of the most ubiquitous and pervasive motifs in all of the arts (painting, literature, and music) in the northern hemisphere, both West and East: **The Four Seasons**. We view works of art and films, read fiction, non-fiction, and poetry, and listen to music. Although we must devote serious attentions to the Old World origins, dispersion, and local permutations of this motif, more than half of the seminar given over to American manifestations and writings about the seasons, with particular attention to changes over time as well as geographical variations.

[HIST 458 Female Adolescence in Historical Perspective (also WOMNS 438 and HD 417) # (III)]

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: permission of instructor. Not offered 2002-2003.

J. Brumberg.

For description, see HD 417.]

[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILR 304) (III)]

Fall. 4 credits. Open to juniors and seniors only with the permission of the instructor. Not offered 2002-2003. N. Salvatore.

For description, see ILRCB 304.]

[HIST 486 Seminar on the 1960s (also AM ST 486) (III)]

Fall. 4 credits. T. Borstelmann.

This course explores the issues and developments of the most turbulent and significant decade in recent U.S. history. Major topics include the civil rights movement, the Kennedy and Johnson administrations, the Vietnam War, the anti-war movement, the counterculture, the women's liberation movement, and the Nixon administration. A substantial research paper is required.

HIST 500 Undergraduate Research Seminar (also AM ST 500)

Fall and spring. 8 credits each term. S. Jackson.

Offered in Cornell-in-Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

[HIST 521 Seminar in American Cultural Studies (also AM ST 521)]

Fall. 4 credits. Not offered 2002–2003. M. Kammen.

The focus is the relationship between government and culture in historical perspective. After three contextual sessions devoted to nineteenth-century background, we are mainly concerned with the period from the 1930s to the present. Several comparative sessions are devoted to government as a patron of culture in other societies. A research paper is required.]

[HIST 607 Writing Seminar on African-American Women]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. M. Washington.

This course is designed for students actively engaged in a writing project on African-American women's history. Students must have already done the research and most of the reading for their papers prior to enrollment. Reading and class discussion focus on style, methodology, and theory. An extensive research paper is due at the end of the semester.]

[HIST 608 African-American Women]

Spring. 4 credits. Prerequisite: permission of instructor. Letter only. Not offered 2002–2003. M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth- and twentieth-century America, including the Caribbean.]

HIST 610 Afro-American Historiography

Fall. 4 credits. Letter only. M. Washington. Reading and discussion course focusing on the way historians write and interpret the Black experience in America. Students will be concerned with individual historians, various schools of thought, and historical approaches.

[HIST 613 Seminar on American Diplomatic History]

Fall. 4 credits. Not offered 2002–2003. T. Borstelmann.

A reading and research seminar in twentieth-century American diplomatic history, emphasizing the Cold War period and interpretive approaches to U.S. foreign policy. A research paper is required.]

[HIST 617 Seminar in American Cultural History]

4 credits. Not offered 2002–2003. Semester TBA. R. L. Moore.]

[HIST 618 Seminar in American Cultural History]

Spring. 4 credits. Not offered 2002–2003. R. L. Moore.

A reading and research seminar concerning selected topics in nineteenth century America.]

[HIST 621 Graduate Seminar in American Cultural History]

Fall. 4 credits. Not offered 2002–2003. M. Kammen.]

HIST 626 Graduate Seminar in the History of American Women (also WOMNS 626)

Fall. 4 credits. M. B. Norton.

A reading and research seminar intended primarily for graduate students. Major works in American women's history and carefully scrutinized, and each student prepares a lengthy research paper.

[HIST 627 Graduate Seminar in Early American History]

Fall. 4 credits. Prerequisite: permission of instructor. Graduate students only. M. B. Norton.]

[HIST 633 Seminar in Nineteenth-Century American History]

4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. Staff.]

[HIST 634 Seminar in Nineteenth-Century American History]

Spring. 4 credits. Not offered 2002–2003. Staff.

A research seminar intended primarily for graduate students exploring society, culture, and politics of the United States between 1815 and 1896.]

[HIST 640 Graduate Seminar in Recent American History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. T. Borstelmann.

A graduate research seminar that will examine American political and social history since 1945.]

[HIST 683 Seminar in American Labor History (also ILRCB 783)]

Fall. 3 credits. Prerequisites: graduate students only. Not offered 2002–2003. N. Salvatore.

For description, see ILRCB 783.]

[HIST 710 Colloquium in American History]

Spring. 4 credits. Required of all first-year graduate students in United States history. M. B. Norton.

Examination of major approaches, periods, issues, and modes of interpreting American history. Readings include recent "classics" of American scholarship from diverse subfields and genres.]

Latin American History

HIST 195 Colonial Latin America # @ (III)

Fall. 4 credits. K. Graubart.

This course examines the "encounter" between Spain and the New World which began in 1492. Topics include the cultural hybridity that preceded as well as developed from colonialism, the production of ethnicity and race, slavery and economic stratification, intellectual currents and daily life, rebellion, and independence.

HIST 196 Modern Latin America @ (III)

Spring. 4 credits. R. Craib.

An introductory survey of Latin American history from the early nineteenth century to the present with particular emphasis on processes of nation-state formation and the development of capitalist economies. Prominent themes include U.S.-Latin American Relations; neocolonialism; and radicalism and revolutionary movements, explored through a variety of primary and secondary sources.

[HIST 206 Modern Mexico @ (III)]

Fall. 4 credits. Not offered 2002–2003. R. Craib.

A survey of Mexico's history from the early nineteenth century to the present. The course covers social, cultural and economic trends and their relationship to political movements. Topics include rural and urban movements; U.S.-Mexican relations; the Revolution of 1910; indigenismo; popular culture; NAFTA; and the Zapatistas.]

HIST 216 Gender and Colonization in Latin America @ (III)

Spring. 4 credits. K. Graubart.

This seminar examines colonization as a gendered process. We look at men's and women's lives in terms of sexuality, marriage, labor roles, ethnicity, and spirituality. Other important topics could include witchcrafts, honor, law, and masculinity.

HIST 219 Mexican Immigration to the United States (also LSP 219, AM ST 219) (III)

Spring. 4 credits. J. Cárdenas.

For description, see LSP 219.

HIST 225 The U.S.-Mexico Border: History, Culture, Representation (also LSP 225) (III)

Spring. 4 credits. Sophomore seminar. Limited to 15 students. R. Craib, M. C. Garcia.

A writing-intensive, interdisciplinary sophomore seminar on the U.S.-Mexico border. The study of borders, and specifically of the U.S.-Mexico border, requires us to cross the disciplinary and methodological borders of academe itself. The proliferation of provocative writings on the border in recent years bears this assumption out: in no other field of study has the literature been so remarkably interdisciplinary; so methodologically eclectic; nor so theoretically provocative. This seminar intends to tap that literature to help students analyze and understand the histories, cultures, and representations of the border that are so important to contemporary self-fashioning and policy-making in the United States and Mexico. Readings include works of fiction, literary and cultural theory, history, science studies, and postcolonial criticism. Students can expect to write several papers of varying lengths that will develop their skills in historical research and textual criticism.

HIST 245 Drugs: People, Policies, Politics @ (III)

Fall. 4 credits. Sophomore seminar. Previous course in Latin American history would be helpful. M. Roldan.

This seminar uses the narcotics trade to examine a variety of issues in historical perspective: migration, human rights, smuggling, international trade and foreign policy. The temporal focus is the period between the 1920s and the present.

HIST 258 U.S. Culture and Mexican Americans, 1848-Present (also LSP 229, AM ST 229) (III)

Fall. 4 credits. J. Cardenas.

This course explores the different political and cultural interactions between dominant ideologies of nationalism, race, and ethnicity in the United States, and Mexican Americans. We explore these questions of national identities in conjunction to gender, class, and political discourses, and use both primary sources and secondary sources in the course.

HIST 272 Atlantic World: From Conquest to Revolution # (III)

Spring. 4 credits. Intended primarily for sophomore prospective history majors; open to others by permission of instructors. K. Graubart, M. B. Norton, R. Weil.

After Europeans first crossed the Atlantic in the late fifteenth century, the ocean became a vast highway linking the European powers—Spain, France, Britain, and the Netherlands—with their colonial outposts in America. This seminar explores the Atlantic world through reading such primary sources as the log of Christopher Columbus and the autobiography of Olaudah Equiano, an Anglo-African sailor, and recent scholarly examinations of slave trade and other aspects of the Atlantic economy.

HIST 306 Modern Mexico: From Independence to the Zapatistas (III)

Fall. 4 credits. R. Craib.

A survey of Mexico's history from the early 19th century to the present. The course covers social, cultural and economic trends and their relationship to political movements. Special emphasis is given to the ways in which "common people" participated in and influenced politics; to the important regional, class, ethnic, and gender differences that have figured prominently in Mexico's history; and to the politics of history-making.

HIST 404 Ethnicity, Race and Indigeneity in Latin America @ (III)

Fall. 4 credits. Permission of instructor required. Limited to 15 students. K. Graubart.

This seminar examines the invention of ethnicity in the colonial period, the development of a theory of race within Latin American as well as European societies, and the politics of "indignity" in the 20th century. Students should have a basic knowledge of Latin American history prior to this course.

[HIST 418 Agrarian History (III)]

Fall. 4 credits. Not offered 2002-2003. R. Craib.

A comparative, interdisciplinary examination of agrarian life from a broad temporal and geographical perspective. Strong emphasis on recent historiography, methodology and theory. Major themes include rural rebellion, resistance, and crime; capitalist transformation of the countryside; agrarian custom and practice; and the way in which rural life has been romanticized, denigrated, and essentialized. Readings include works of history, fiction, literary theory, anthropology, and geography.]

[HIST 423 Chronicles of the Conquest of Latin America @ (III)]

Spring. 4 credits. Not offered 2002-2003. K. Graubart.

In this seminar we examine the writings of participants in the conquest and colonization of Latin America. Readings include writings by

European conquistadors, Amerindian elites, and non-alphabetic materials from the early colonial period. In particular we investigate how the history of the conquest itself and of the societies that existed prior to this contact were produced by its participants, with special attention to questions of ethnicity, gender, and class.]

HIST 424 Art and Politics in 20th Century Latin America @ (III)

Fall. 4 credits. Permission of instructor required. M. Roldan.

This seminar examines how the intersection of art and politics shaped culture, ideology, and identity in Latin America from the Mexican Revolution to the dictatorships of the late twentieth century. Topics may include muralism and the Mexican Revolution: the artist as muse and activist (Frida Kahlo); working class and immigrant culture in Argentina and the tango; samba as social and political protest in Brazil; gender and politics in exiled women's literature; the appropriation of public spaces as artistic forum and mean of communication under authoritarian regimes.

[HIST 438 History's Margins: Frontiers and Borders in Comparative Perspective (III)]

Spring. 4 credits. Not offered 2002-2003. R. Craib.

A comparative seminar on borders and frontiers. Primary emphasis is on the Mexican-U.S. border. Central themes include the historical transformation of frontiers into borders; colonialism and imperialism; and immigration and nation-state formation. Attention is also given to situating the revived interest in borders in relationship to contemporary economic, political, and social changes. Readings include works of fiction, literary theory, history, science studies, and postcolonial criticism.]

[HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also HIST 645) @ (III)]

Fall. 4 credits. Prerequisites: HIST 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15. Not offered 2002-2003. M. Roldan.]

HIST 459 Radicals and Revolutionaries in Modern Latin America (also HIST 659) @ (III)

Fall. 4 credits. HIST 296, or permission. Limited to 15 students. R. Craib.

This course examines radicalism in Modern Latin America, mostly in the 20th century. Primary emphasis is on the various processes—industrialization, capitalist development, urbanization, among others—that gave rise to radical movements, especially among peasants, urban workers, priests, and students. Particular attention is given to the relationship between experience and ideology through close readings of memoirs, testimonials, diaries, poetry, song lyrics, and the like. Graduate students who are interested in this course should enroll in HIST 659.

[HIST 649 Seminar in Latin American History]

Fall. 4 credits. Not offered 2002-2003. M. Roldan.

A graduate-level seminar focusing on changing topics in Latin American history (politics, labor, race/ethnicity, violence, social movements, agrarian society, etc.). In addition to weekly meetings to discuss readings, students are expected to conduct original

research culminating in a final 25- to 30-page paper.]

HIST 659 Radicals and Revolutionaries in Modern Latin America (also HIST 459)

Fall. 4 credits. HIST 296, or permission. Limited to 15 students. R. Craib.

This course examines radicalism in Modern Latin America, mostly in the 20th century. Primary emphasis is on the various processes—industrialization, capitalist development, urbanization, among others—that gave rise to radical movements, especially among peasants, urban workers, priests, and students. Particular attention is given to the relationship between experience and ideology through close readings of memoirs, testimonials, diaries, poetry, song lyrics, and the like. Undergraduates who are interested in this course should enroll in HIST 459.

African History

HIST 155 The Past and Present of Precolonial Africa @ (III)

Fall. 4 credits. S. Greene.

How has Africa's pre-colonial past influenced current events in Africa and elsewhere? To answer this question, this course explore the pre-19th century histories of four different cultural areas in Africa (e.g. Ancient Egypt, the West African coast.) Using both ancient and more recent oral traditions, travelers' accounts and visual images, we link these histories to current debates about the role of history in contemporary politics, the significance of race, class and gender in times past and present, and the role of Africa in world affairs.

HIST 241 Sophomore Seminar: Riot and Revolution in Nineteenth-Century Africa: The Birth of the Modern @ # (III)

Spring. 4 credits. S. Greene.

The beginning of the nineteenth century witnessed the rapid and often times forceful expansion of Islam in West Africa, the transformation of the Zulu from a small, inconsequential people to the largest and most powerful ethnic group in South Africa, and a major riot by enslaved peoples in east Africa. This course explores these revolutionary changes and upheavals as Africa remade itself to face the modern era. Lectures, readings and discussions focus on the causes and consequences of these events and their significance for understanding contemporary Africa.

HIST 443 The European as Other @ (III)

Spring. 4 credits. Permission of instructor required. Limited to 15 students. S. Greene.

Much has been written about European images of African men, African women, and African cultural practices during the 18th, 19th, and 20th century, but how did Africans view Europeans during these periods? How did these images influence the ways Africans saw themselves and how did these images change over time? These questions and others are explored by examining a variety of historical, literary, artistic and anthropological texts. Additional readings on how other peoples of color viewed Europeans are read for comparative purposes.

[HIST 604 The Colonial Encounter]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. S. Greene and T. Loos.

The course examines the way colonizer and colonized influenced the culture, history, and identity of the other. Emphasis is on exploring the colonial encounter as a phenomenon in itself. We consider both sides of the unequal equation that linked specific European countries (for example, France, England, Germany, the Netherlands) with the states they colonized in Africa and Asia. This linkage challenged, at different times and in different places, pre-existing understandings of self, country, and culture, and notions about the other.]

Asian History

[HIST 190 Introduction to Asian Civilizations @ # (III)]

Spring. 4 credits. Not offered 2002–2003. Next offered 2003–2004. J. Piggott and staff.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.]

HIST 191 Introduction to Modern Asian History (also ASIAN 191) @ (III)

Fall. 4 credits. V. Koschmann and E. Tagliacozzo.

The history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, Japan, and Southeast Asia with each other and with the West.

[HIST 203 War and Diplomacy in Korea @ (III)]

Spring. 4 credits. Not offered 2002–2003. B. Strauss.]

[HIST 207 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also ASIAN 206 and HIST 507) @ (III)]

Spring. 4 credits. Letter grade only. Not offered 2002–2003. Next offered 2003–2004. T. Loos.

Students read travel literature about Southeast Asia in the nineteenth and early twentieth centuries and travel accounts written by Southeast Asians living abroad. The seminar emphasizes themes of race, orientalism, transculturation, and authenticity. We critically assess the transformative potential of the Internet on (virtual) tourism. Graduate students should register for HIST 507 and are expected to participate in the HIST 207 seminar. Preference is given to students with Internet experience.]

HIST 218 Introduction to Korea (also ASIAN 218) @ (III or IV)

Spring. 3 credits. Staff.

For description see ASIAN 218.

HIST 230 Seminar in History and Memory: The Asia-Pacific War @ (III)

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. J. V. Koschmann.

This seminar examines what is at stake when the fighting between Japan and its former enemies in the Pacific during World War II is remembered, memorialized, and (re)constructed as historical narrative. By exploring the legacies of such events and processes as the Nanking Massacre, systems of sexual slavery, mistreatment of POWs, and bombings of civilians, the seminar will offer

an opportunity to reflect on war crimes, public memory, and responsibility.

[HIST 243 Seminar: China and the West before Imperialism @ # (III)]

Spring. 3 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2002–2003. C. Peterson.]

[HIST 249 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800–1900 (also HIST 648 and ASIA 249/648) @ # (III)]

Spring. 4 credits. Not offered 2002–2003. Next offered 2003–2004. E. Tagliacozzo.

This course examines Southeast Asian history "from below" over the course of a single century, 1800–1900. Laboring histories, the history of piracy and prostitution, and the pasts of people usually considered "marginal" to the state are all discussed. How do we look for clues to these peoples' lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, "deviant," or poor in colonial Southeast Asia? This course attempts to answer these questions.]

[HIST 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500–Present (also HIST 684 and ASIAN 284/684) @ # (III)]

Fall. 4 credits. Graduate students should enroll in HIST 684. Not offered 2002–2003. E. Tagliacozzo.

This course examines the history of Southeast Asia in conjunction with what theorists have called the emerging "World System." The expanding reach of capitalism is traced through the region's Early Modern "Age of Commerce"; through the age of great European merchant companies; through the coercive capitalism of the imperial age; and into our own times. Throughout, attention is paid to similar (or dissimilar) trends in the rest of global history, spanning Europe, Africa, Middle East, and the Americas. Open to students with an interest in Southeast Asian history, as well as the shaping forces of capitalism on the modern world.]

HIST 289 The U.S.-Vietnam War (also ASIAN 289) @ (III)

Spring. 3 credits. K. Taylor.

This is a survey of events in Vietnam, the U.S., and elsewhere related to U.S. intervention in Vietnam from the 1940s to 1975. Readings include historical narratives, memoirs, and literature. Alternative ways of understanding this war in context of Vietnamese and American history are explored.

HIST 293 History of China up to Modern Times (also ASIAN 293) @ # (III)

Fall. 4 credits. C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.

[HIST 294 History of China in Modern Times (also ASIAN 294) @ (III)]

Spring. 4 credits. Not offered 2002–2003. S. Cochran.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting

from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization, political unity, and commercial expansion.]

[HIST 297 Japan Before 1600 (also HIST 597 and ASIAN 297/597) @ # (III)]

Fall. 4 credits. Not offered 2002–2003. J. Piggott.

This course explores Japan before 1600 from a variety of perspectives. Analysis of primary sources, including literary and archaeological artifacts, is emphasized. HIST 297 is a good introduction to issues of premodern historical study and to the study of East Asia. (Graduate students or more advanced undergraduates who would like to do a research project should register for HIST 597.)

HIST 319 Introduction to South Asia's Environmental History (also ASIAN 319) @ (III)

Spring. 4 credits. M. Rangarajan.

The course aims to be an introduction to key themes in the environmental history of South Asia, a region with diverse ecologies and cultures, differing environmental traditions, and lively debates about alternative futures. These have given rise to controversies, many of which are relevant beyond the subcontinent. The course sharply focuses on the colonial period and its aftermath, but seeks to place these events in perspective. The subsequent emergence of independent nation-states in the twentieth century and their record forms a major part of the course. Selections from a rich corpus of original sources including travel writings, pictorial books, and memoirs add variety to the study of the region.

HIST 322 History of Samurai # @ (III)

Fall. 4 credits. J. Piggott.

This course explores the role of the *samurai* at various epochal moments, and the effects *samurai*-centered governance has had on society and culture up to the early modern era. This is very much a hands-on course in which analysis and writing are emphasized. Recommended: HIST 297. Graduate students are welcome but they should register for HIST 522 after consultation with the instructor.

[HIST 326 History of the Samurai II @ # (III)]

Fall. 4 credits. Prerequisite: HIST 322. Not offered 2002–2003. J. Piggott.

We continue study of themes and issues introduced in HIST 322, wherein the origins of the *samurai* from eighth-century roots through the era of the first warrior government during early medieval times are traced. This course covers the *samurai* through 1600.]

[HIST 328 State, Society, and Culture in Modern Japan @ (III)]

Spring. 4 credits. Not offered 2002–2003.

Next offered 2003–2004. J. V. Koschmann.

A survey of Japan from early-nineteenth century to the present, which attempts to connect the political, socio-economic, and imaginative realms of modern Japanese life so as to achieve a complex view of modern Japanese society. Pays particular attention to the changing situation of women and women's movements, Japan's relations with Asia and the United States, and problems of historical representation and consciousness. Readings include Japanese works in translation as well as secondary sources.]

HIST 330 Japan from War to Prosperity @ (III)

Spring. 4 credits. V. Koschmann.

An interpretation of Japanese history from the late-1920s to present, emphasizing mobilization for total war and its continuing legacies, technology and organized capitalism, relations with the U.S. and Asian neighbors, social integration and exclusion, historical representation and consciousness, and political dynamics.

[HIST 360 Early Warfare, East and West # (III)]

Fall. 4 credits. Not offered 2002-2003.

C. A. Peterson.

For description see Comparative History.]

[HIST 388 Vietnamese Histories (also HIST 688 and ASIAN 385/685) @ # (III)]

Fall. 3 credits. Not offered 2002-2003.

K. Taylor.

For description see ASIAN 385.]

[HIST 393 Images of Humanity in Medieval China (also ASIAN 393) @ # (III)]

Fall. 4 credits. Permission required. Not offered 2002-2003. C. A. Peterson.]

HIST 396 Southeast Asian History from the Eighteenth Century (also HIST 696 and ASIAN 396/696) @ (III)

Spring. 4 credits. S-U option.

E. Tagliacozzo.

Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

[HIST 416 Undergraduate Seminar on Gender and Sexuality in Southeast Asia (also ASIAN 416 and WOMNS 416) @ (III)]

Spring. 4 credits. Letter grade only. Not offered 2002-2003. T. Loos.

Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates a simplistic East/West and male/female binary.]

HIST 420 Japan in the Year 1000: The Tale of Genji in Historical Perspective @ # (III)

Fall. 4 credits. Prerequisite: permission of instructor. J. Piggott.

The *Tale of Genji* is a classic of premodern Japanese literature that provides readers a broad view into Japan's courtly society at a time when many of the elements of Japan's classical tradition were taking form. Those interested in premodern Japan, Comparative Literature, and courtly societies will find the seminar of great interest. Previous study of premodern Japan is advised.

[HIST 448 Family and Gender Relations in Premodern Japan @ # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.

J. Piggott.

An inquiry into structures of family and gender relations in the classical and medieval periods. Themes will include kinship and

family organization, state formation, and gender construction. Those interested in comparative perspectives are encouraged to enroll. Breadth reading, primary source materials, and comparative reading placing Japan in an East Asian context are emphasized. Previous study of premodern Japan and East Asia is recommended.]

[HIST 451 Crime and Diaspora in Southeast Asian History, 1750-1950 (also HIST 650 and ASIAN 450/651) @ # (III)]

Fall. 4 credits. Not offered 2002-2003.

E. Tagliacozzo.

During the last two centuries, the mass movement of people in Southeast Asia has increased to an unparalleled scale. This course examines the diasporas of various Asian peoples in this time frame, and asks how these movements have intersected with notions (and actions) of "criminality" in the region. Historical sources, period literature, and anthropological writings are used to analyze the growth of migration, smuggling syndicates, and "illicit" behavior in Southeast Asia. Open to students with an interest in Southeast Asian history and the region's links to the wider Asian orbit.]

[HIST 466 Kings and Shoguns: the Taiheiki Age @ # (III)]

Spring. 4 credits. Not offered 2002-2003.

Next offered 2003-2004. J. Piggott.

The turn of the fourteenth century witnessed epochal changes in Japan as structures of monarchy, court-*Bakufu* relations, land-holding, judiciary, international relations, and popular culture were deeply affected by the failure of Go-Daigo Tenno's royal restoration. Core readings of the seminar include portions of the martial epic, the *Taiheiki*, and other materials from which insights into these transformations can be drawn. Previous study of Japanese history, especially HIST 322, is highly recommended.]

[HIST 476 Senior Seminar: Comparative Colonial Law and Society (also ASIAN 476) @ (III)]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2002-2003.

T. Loos.

Students explore topics including: hybrid jurisprudence, notions of public and private, religious codes, family, and national identity that resulted from colonial policies. Most readings focus on law, society in colonial Southeast Asia. Readings may include theoretical material on law and society and historical material about jurisprudence in Europe that informed colonial categories of law in the colonies. Relevant comparative readings outside the scope of Southeast Asia are also included.]

[HIST 480 Senior Seminar: Gender Adjudicated (also WOMNS 480 and ASIAN 482) @ # (III)]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2002-2003.

T. Loos.

Students explore the intersections among jurisprudence, religious codes, gender, family, and national identity in Southeast Asia from the colonial period to the present.]

[HIST 489 Seminar in Modern Japanese History @ (III)]

Fall. 4 credits. Prerequisites: HIST 298 or equivalent knowledge of modern Japanese history. Not offered 2002-2003.

J. V. Koschmann.]

[HIST 490 Tales of the Heike (also ASIAN 490/690 and HIST 690) @ # (III)]

Fall. 4 credits. Prerequisite: previous study of pre-1600 Japan or permission of instructor. Limited to 15 students. Not offered 2002-2003. J. Piggott.

Medieval Japan was crisscrossed by an assortment of minstrel monks who sang the heroic exploits of fighting men—samurai—in the late twelfth century. The resulting *Tale of the Heike* (Heike Monogatari) was later compiled in its current form by the master chanter Kakuichi during the 14th century. It has been called "Japan's first national epic," because listening to it, enjoying it, and identifying with it brought people of all strata and regions together as nothing had done before. In this seminar we will investigate the *Tale of the Heike* from various historical and literary perspectives.]

HIST 492 Undergraduate Seminar in Medieval Chinese History (also ASIAN 492) @ # (III)]

Fall. 4 credits. Prerequisite: HIST 190, 293, 360, or permission of instructor.

C. A. Peterson.

Topic for fall 2002: East meets West—Marco Polo and the Mongol Conquest.

[HIST 493 Problems in Modern Chinese History (also HIST 693) @ (III)]

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. Not offered 2002-2003. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.]

HIST 494 Theories of Civilization (also ASIAN 425) # @ (III or IV)

Spring. 4 credits. K. Taylor.

See ASIAN 425 for description.

[HIST 495 Kings and States: Asian Models @ # (III)]

Spring. 4 credits. Prerequisite: previous coursework in East Asian history and permission of instructor. Not offered 2002-2003. J. Piggott.

The seminar explores kingship and state formation in comparative perspective. In addition to participating in discussions focused on core readings, seminar members undertake research projects targeting a society of their choice. Students interested in the history of preindustrial societies, political and cultural anthropology, political science, and religion will find the seminar of interest.]

HIST 496 Conservation, Politics, and History: Seminar on Comparative Perspectives on Colonialism (III)]

Spring. 4 credits. M. Rangarajan.

This course examines the social history and background of nature conservation in the Indian Ocean region in a comparative light. It begins with an introduction to wider themes in ecological history and environmental debates. It will then move on to specific themes, drawing out contrasts and comparisons between imperial powers and colonized countries and more so, between different experiences, mainly of South Asia with southern Africa. To enable clear focus, the contrasts are normally with Anglophone southern Africa and South Asia. Occasionally, the course may bring in wider themes. It also examines the emergence of new forms of knowledge, agendas of environmental control or repair, and alternative currents. Original

works are extensively used with secondary readings serving as a guide to the subject.

[HIST 499 Problems in Modern Chinese History (also HIST 694 and ASIAN 499/694) @ (III)]

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. Not offered 2002–2003. S. Cochran.

This course gives each student an opportunity to select one research topic and work on it throughout the semester. Knowledge of Chinese is not required, but background in Chinese studies is needed.]

[HIST 507 Graduate Seminar: The Occidental Tourist]

Spring. 4 credits. Not offered 2002–2003. T. Loos.

For description see HIST 207.]

[HIST 588 Proseminar in Modern Korean History]

Spring. 4 credits. Prerequisite: a course on East Asian history or equivalent. Not offered 2002–2003. J. V. Koschmann.]

[HIST 597 Colloquium in Premodern Japanese History]

Fall. 4 credits. For advanced undergraduates or graduates. Not offered 2002–2003. J. Piggott.

This colloquium explores the premodern civilization of Japan from a variety of historical perspectives. Students must attend HIST 297 lectures and participate in a special weekly colloquium.]

[HIST 598 Colloquium in Modern Japanese History]

Spring. 4 credits. Not offered 2002–2003. J. V. Koschmann.

For graduate students only. Students attend lectures and do the reading for HIST 298, participate in a special weekly colloquium, and write a seminar paper.]

[HIST 604 The Colonial Encounter]

Fall. 4 credits. Not offered 2002–2003. S. Greene and T. Loos.

This course examines the way colonizer and colonized influenced the culture, history, and identity of the other. Emphasis is on exploring the colonial encounter as a phenomenon in itself. We consider both sides of the unequal equation that linked specific European countries (for example, France, England, Germany, and the Netherlands) with the states they colonized in Africa and Asia. We discuss how this linkage challenged, at different times and in different places, pre-existing understandings of self, country, culture and notions about the other.]

[HIST 609 Modern Japan Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Fall. 4 credits. Not offered 2002–2003. J. V. Koschmann and N. Sakai.]

[HIST 631 Seminar in Medieval Chinese History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. C. A. Peterson.]

[HIST 632 Seminar in Medieval Chinese History]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. C. A. Peterson.]

[HIST 635 Seminar in Modern Southeast Asian History]

Fall. 4 credits. Permission of the instructor. Not offered 2002–2003.]

[HIST 636 Seminar in Southeast Asian History]

Spring. 4 credits. Prerequisite: reading knowledge of relevant languages. Not offered 2002–2003. Staff.]

[HIST 650 Crime and Diaspora in Southeast Asian History]

Fall. 4 credits. Not offered 2002–2003. E. Tagliacozzo.

For description, see HIST 451.]

[HIST 684 Southeast Asia in the World System: Capitalism and Incorporation, 1500-The Present]

Fall. 4 credits. Not offered 2002–2003. E. Tagliacozzo.

For description, please see HIST 284.]

[HIST 688 Vietnamese Histories (also HIST 388 and ASIAN 385/685)]

Fall. 3 credits. Not offered 2002–2003. K. Taylor.

For description, see ASIAN 385.]

[HIST 690 Tales of the Heike (also ASIAN 490/690 and HIST 490)]

Fall. 4 credits. Limited to 15 students. Not offered 2002–2003. J. Piggott.]

[HIST 691 Chinese Historiography and Source Materials]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. C. Peterson.]

[HIST 693 Problems in Modern Chinese History (also HIST 493)]

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. Not offered 2002–2003. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.]

[HIST 694 Problems in Modern Chinese History (also HIST 499 and ASIAN 499/694)]

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. Not offered 2002–2003. S. Cochran.

For description, see HIST 499.]

[HIST 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396 and ASIAN 396/696)]

Spring. 4 credits. E. Tagliacozzo. Introduction to the modern history of Southeast Asia for graduate students. Students are expected to attend the lectures and complete the readings for HIST 396, and they will separately as a group to further explore selected topics.

[HIST 697 Readings in Modern Japanese Thought]

Spring. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. Not offered 2002–2003. J. V. Koschmann.]

[HIST 698 Seminar in Japanese Thought]

Spring. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. J. V. Koschmann.

Near Eastern History

[HIST 253 Introduction to Islamic Civilization I (also NES 255, RELST 255) @ # (III or IV)]

Fall. 3 credits. D. Powers. For description, see NES 255.

[HIST 254 Islamic History: 600–1258 (also NES 257 and RELST 257) @ # (III)]

Fall. 3 credits. Not offered 2002–2003. D. Powers. For description, see NES 257.]

[HIST 288 Imagining the Modern Middle East (also NES 294, JWST 294, GOV'T 358) @ (III)]

Fall. 4 credits. S. Alatout. For description, see NES 294.

[HIST 296 Jesus in History, Tradition and Cultural Imagination (also NES 296, RELST 296) @ # (III or IV)]

Spring. 4 credits. K. Haines-Eitzen. See description NES 296 for description.

[HIST 299 Introduction to Christian History (also NES 295, JWST 295, RELST 295) @ # (III or IV)]

Spring. 3 credits. K. Haines-Eitzen. This course offers an introduction to the history of Christianity from the apostle Paul through the seventeenth century, with an emphasis on the diversity of Christian traditions, beliefs, and practices. We explore the origins of Christianity in the eastern Mediterranean world, the spread of Christianity, the development of ecclesiastical institutions, the rise and establishment of monasticism, and the various controversies that occupied the church throughout its history. This course draws upon primary literary sources (from biblical literature to council proceedings, monastic rules, sermons, theological treatises, and biographies) as well as Christian art, inscriptions, music, and manuscripts.

[HIST 317 Islamic History: The Age of Ibn Khaldun (also NES 356) @ # (III)]

Spring. 4 credits. Prerequisite: NES 257 or equivalent. Not offered 2002–2003. D. Powers. For description, see NES 356.]

[HIST 372 Law, Society and Culture in the Middle East, 1200–1500 (also HIST 652, NES 351/651, RELST 350) @ # (III)]

Spring. 4 credits. Enrollment is limited to 25 students. D. Powers. For description, see NES 351.

[HIST 390 The Safavid Dynasty of Iran, 1501–1722 (also NES 391) @ # (III)]

Fall. 4 credits. C. Mitchell. This seminar focuses intensely on the premodern dynasty of the Safavids in "Greater Iran." We will examine how this gunpowder empire grew from a millenarian mystical movement to become a major Muslim political entity in the early sixteenth century. Particular focus will be placed on discussing the founding of the Safavid empire by Shah Isma'il (r. 1501–24) and the degree with which he was committed to establishing a proper Perso-Islamic state. Considerable attention will be given to the promulgation and enforcement of Twelver Shi'ism as the state religion by Shah Isma'il and his successor, Shah Tahmasp (r. 1524–76).

The empire culminated with the reign of Shah 'Abbas the Great (r. 1589-1629), and we will debate the various political, administrative, economic, social, and religious reforms instituted during this period; this will be examined in conjunction with 'Abbas's dealing with the encroaching European powers of Portugal, England, and Holland. We will also allot time to discuss the decline of the Safavids, and the legacy of this dynasty to later 19th-and-20th-century developments in Iran.

HIST 398 Persia in Early Modern European Scholarship and Imagination (also NES 398) # (III or IV)

Spring. 4 credits. C. Mitchell.
For description see NES 398.

HIST 429 The Cross and the Crescent: Early Modern Christian Contacts with Islam (also SPANL 446 and NES 437) @ # (III)

Fall. 4 credits. M. A. Garces.
Under the Medieval caliphate, and under the Persian and Turkish dynasties, the empire of Islam was the richest, most powerful, most creative, most enlightened region in the world. Tenth-century Cordoba in al-Andalus was in the pinnacle of its glory, giving rise to such poets and philosophers as Ibn Hazm and Ibn Rushd, better known as Averroes. Christendom was on the defensive: In the Iberian Peninsula, the Reconquista advanced, fueling an inbuilt hostility against Islam. In 1492, the Catholic monarchs Ferdinand and Isabella conquered the Moorish kingdom of Granada and unified Spain under Christianity. But in the southeastern Europe, where the Ottoman Sultan assaulted first the Byzantine Emperor and then the Holy Roman Empire of Charles V, Muslim power continued to prevail, particularly in the early modern Mediterranean wars against Spain. This course traces the development of these encounters in medieval and early modern Spain through the study of historical and literary texts from Ibn Hazm of Cordoba to the sixteenth-century Iberian obsession with Morish motifs, represented by the Abencerraje and the Romancero, to the depiction of the conflicts between Christianity and Islam in works by Leo Africanus, Lopez de Gomara, Hurtado de Mendoza, Perez de Hita, Cervantes, and Antoni de Sosa, among others. Particular attention is paid to the construction of a Spanish national identity, created through Christian-Islamic confrontations. The course is conducted in Spanish.

[HIST 461 Seminar in Islamic History 600-750 (also HIST 671, NES 451 and 650, and RELST 451) @ # (III)]

Spring. 4 credits. Enrollment is limited to 25 students. Not offered 2002-2003.
D. Powers.

For description, see NES 451.]

HIST 652 Introduction to Islamic Law (also HIST 372, NES 351/651, RELST 350)

Spring. 4 credits. Enrollment is limited to 25 students. D. Powers.
For description, see NES 351.

[HIST 671 Seminar in Islamic History (also HIST 461, NES 451, and 650, and RELST 451)]

Spring. 4 credits. Not offered 2002-2003.
D. Powers.
For description, see NES 451.]

Ancient European History

HIST 151 Introduction to Western Civilization # (III)

Summer and fall. 4 credits. S. Pohl.
A survey of European history from Antiquity to the Renaissance and Reformation. Important themes include the influence of ancient culture on medieval society, the development of and conflict between secular and ecclesiastical governments, European encounters with the non-Europeans, the culture and role of minority groups within European society, and the roles of women.

[HIST 228 War and Peace in Greece and Rome # (III or IV)]

Fall. 4 credits. No prerequisites. Open to freshmen. Not offered 2002-2003. Next offered 2003-2004. B. Strauss.

In ancient Greece and Rome, government did little besides wage war and raise taxes; culture focused on war, warriors gloried in battle, and civilians tried to get out of the way. This course surveys the impact of war and the rarity of peace in the ancient world. Topics include: Why war?; the face of battle; leadership; strategy, operations, and tactics; women and war; intelligence and information gathering; diplomacy and peace-making; militarism; war and slavery; and the archaeology of warfare. Readings in translation include selections from Homer, Herodotus, Thucydides, Xenophon, Caesar, Livy, Tacitus, Josephus, and Ammianus Marcellinus.]

[HIST 232 Sophomore Seminar: Eyewitness to War in the Ancient World (also CLASS 234) # (III or IV)]

Spring. 4 credits. Not offered 2002-2003.
B. Strauss.
A study of ancient soldier-historians who participated in the campaigns about which they later wrote. Topics include historicity, autobiography, propaganda, and prose style. Readings include selections from Thucydides, Xenophon, Julius Caesar, Josephus, Ammianus Marcellinus, as well as, for comparative purposes, modern soldier-historians.]

[HIST 265 Ancient Greece from Homer to Alexander the Great (also CLASS 265) # (III)]

Fall. 4 credits. Open to freshmen. Not offered 2002-2003. B. Strauss.
A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.]

HIST 268 A History of Rome from Republic to Principate (also CLASS 268) # (III)]

Summer and spring. 4 credits. Open to freshmen. J. Ginsburg.
A survey of Rome and its empire. This course explores the formation of Rome's Mediterranean empire and its political, social, and economic consequences; the constitutional and social struggles of the late Republic; the transition from Republic to Principate; society and state under the Caesars; the nature and limits of governing a world empire; and the

interaction of pagans, Christians, and Jews in the Roman world.

[HIST 435 Modern Classics in the Historiography of Ancient Greece (also CLASS 435) (III)]

Fall. 4 credits. Prerequisite: an introductory course in ancient Greek history or civilization or permission of the instructor.
Not offered 2002-2003. B. Strauss.

This upper-level seminar is an introduction to some of the main themes, directions and controversies in modern research on ancient Greece. We read selections from the leading works of scholarship on ancient Greece from the nineteenth and twentieth century, including such authors as Grote, Burckhardt, Cornford, Glotz, Momigliano, M. I. Finley, Ste. Croix, Vernant, Vidal-Naquet, and the current crop of scholars.]

[HIST 450 The Peloponnesian War (also HIST 630 and CLASS 450/632) # (III)]

Fall. 4 credits. Prerequisites: HIST 265, CLASS 211 or 217, or permission of instructor. Not offered 2002-2003. Next offered 2003-2004. B. Strauss.

Famous as the subject matter of one of the most important books ever written about war—Thucydides' history—the Peloponnesian War (431-404 B.C.) remains today the focus of study by historians, classicists, and political scientists. This course looks at the results of intensive and ongoing study by ancient historians and considers areas of future research. Topics include strategy, operations, and tactics; battle on land and sea; alliance politics; war and psychology; if the Peloponnesian War was really a historic turning point; war and ethics; Thucydides as a historian; and sources other than Thucydides. Graduate students should enroll in HIST 630.]

[HIST 452 The Tragedy of Classical Athens, 462-404 B.C. # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.
B. Strauss.]

[HIST 453 Crisis of the Greek City-State, 415-336 B.C. # (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.
B. Strauss.]

[HIST 463 Gender and Politics in the Roman World (also CLASS 463 and WOMNS 464) # (III or IV)]

Spring. 4 credits. Prerequisite: HIST 268, CLASS 212, or permission of the instructor.
Not offered 2002-2003. J. Ginsburg.]

[HIST 469 Equality and Inequality in Ancient Greece (also CLASS 469) # (III or IV)]

Fall. 4 credits. Prerequisite: HIST 265, CLASS 211 or 217, or written permission of the instructor. Not offered 2002-2003. Next offered 2003-2004. B. Strauss.

We examine equality and inequality in Archaic and Classical Greek city-states ca. 650-400 B.C., with an eye toward politics, society and economics, culture, and gender relations. The course focuses on concepts and institutions such as ancient democracy, tyranny, oligarchy, "middling" ideology, and slavery, as well as theories of equality. All readings in English.]

[HIST 473 Roman Society and Politics under the Julio-Claudians (also CLASS 480) # (III or IV)]

Spring. 4 credits. Prerequisite: CLASS 212, HIST 268, or permission of instructor. Not offered 2002–2003. J. Ginsburg.
For description, see CLASS 480.]

[HIST 630 Topics in Ancient History (also CLASS 632)]

Fall. 4 credits. Not offered 2002–2003. B. Strauss.]

Medieval, Renaissance, and Early Modern European History

HIST 151 Introduction to Western Civilization # (III)

Fall and summer. 4 credits. S. Pohl.
For description, see Ancient European History.

HIST 152 Introduction to Western Civilization # (III)

Summer and spring. 4 credits. R. L. Moore and M. Steinberg.
For description, see Modern European History.

[HIST 204 Seminar: Age of Atlantic Revolution # (III)]

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2002–2003. Next offered 2003–2004. R. Weil.

"All the Atlantic Mountains shook," wrote the poet William Blake of the revolutions which toppled regimes across Europe and the Americas at the end of the eighteenth century. This course explores the ideas, outcomes, and connections among events in America, France, Haiti, and Britain, through literary and philosophical texts: Wordsworth, Rousseau, Jefferson, Paine, Burke, Godwin, Tocqueville, and even Jane Austen.]

HIST 210 The Government of God # (III)

Spring. 4 credits. O. Falk.
The most efficient and powerful system of government in the West during the high Middle Ages was centered at Rome and headed by the papacy. Yet, paradoxically, the Pope commanded no divisions and identified himself as the "servant of the servants of God." This course introduces students to key aspects of medieval institutional and religious history through an examination of this mighty papal apparatus, relying chiefly on reading of primary sources (in translation). We will trace the structure and methods by which the papal hierarchy established its sovereignty, comparing and contrasting them to those used by other medieval rulers, and ponder the ideologies that played a role in animating this enterprise.

[HIST 211 Specters, Demons, and the Dead in European Society, 1200–1800 # (III)]

Spring. 4 credits. Not offered 2002–2003. S. Pohl.
Premodern Europeans believed that they could interact with supernatural apparitions in a variety of ways. The dead could return to admonish the living, demons might possess men and women, houses could be haunted by specters and poltergeists. What can we learn from a study of these beliefs about the ways in which Europeans regarded sin, punishment, the afterlife, and the role of the devil in their lives? What was the impact of the Reformation or the scientific revolution on these beliefs?

HIST 234 Seminar: Gender in Early Modern Europe (also WOMNS 234) # (III)

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. R. Weil.

Course serves as an inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in this particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution?

[HIST 257 English History from Anglo-Saxon Times to 1485 # (III)]

Fall. 4 credits. Not offered 2002–2003. P. Hyams.]

[HIST 259 The Crusades # @ (III)]

Fall. 4 credits. Not offered 2002–2003. Next offered 2003–2004. P. Hyams.

A lecture course examining the Crusading Movement and the States it produced from the eleventh century to the fall of the mainland Kingdom of Jerusalem in 1292. The historical themes this generates are almost unlimited. The course treats the Christianity and Chivalry of the Medieval West, the confrontation of this culture with those of the Mediterranean and Islam, and what is perhaps the cradle of Western Colonialism. The very concept of "Crusade" itself is problematic today and will continue to cast its shadow on U.S. dealings with the Middle East. The readings allow students to choose from a very wide range of paper topics, and enjoy an excellent introduction to every aspect of the long-gone world of the Middle Ages.]

HIST 262 The Middle Ages: Introduction and Sampler (also RELST 265) # (III)

Fall. 4 credits. P. Hyams.
As a single-semester introduction to the period, this survey aims to convey what was significant in that area of the "West" that was to become Europe, between the end of the Roman Empire in the West and the Renaissance, from 395 to 1400. It takes a critical look at a formative period of Western Civilization. The course is organized into modules, the first of which surveys in five weeks the main public developments in Political and Church History over the period. Other modules focus in some depth on select aspects, such as technology, music, material resources, and religions, to other choice samples from the best of medieval culture. Emphasis is on students finding their own ways to win credit.

[HIST 264 The High Middle Ages # (III)]

Fall. 4 credits. Not offered 2002–2003. P. Hyams.
A survey of medieval civilization 1100–1400, dealing with political, economic, religious, and intellectual developments in Western Europe. Special attention is paid to the interaction of different kinds of history and to the historian's understanding of literature and its use as a primary source. Lectures and class discussions.]

HIST 269 The Early Middle Ages # (III)

Spring. 4 credits. O. Falk.
Spanning the period ca. 300 to 1100 AD, this course offers a brief survey of European history between the twilight of Classical

antiquity and the dawn of the second millennium. Although we will focus primarily on what would later become Western Europe, we shall also pay close attention to the neighbors of Latin Christendom, Byzantium, and the Muslim world. Emphases will be placed on social, cultural, and institutional developments during the period, as well as on the variety of historical methodologies used to study the early Middle Ages.

HIST 272 Atlantic World: From Conquest to Revolution # (III)

Spring. 4 credits. Intended primarily for sophomore prospective history majors; open to others by permission of instructors. K. Graubart, M. B. Norton, R. Weil.
After Europeans first crossed the Atlantic in the late fifteenth century, the ocean became a vast highway linking the European powers—Spain, France, Britain, and the Netherlands—with their colonial outposts in America. This seminar explores the Atlantic world through reading such primary sources as the log of Christopher Columbus and the autobiography of Olaudah Equiano, an Anglo-African sailor, and recent scholarly examinations of slave trade and other aspects of the Atlantic economy.

HIST 275 Authority and Resistance in Europe, 1400–1600 # (III)

Spring. 4 credits. S. Pohl.
A lecture course examining the political, cultural, and social transformations during the Reformation era through an exploration of aspects of state formation and ecclesiastical order, social and religious protest, and deviant behavior. Specific topics covered include the Protestant Reformations and the emergence of confessional churches, law and crime, the peasant rebellions and the early modern witch hunts.

HIST 305 Britain, 1660–1815 # (III)

Fall. 4 credits. R. Weil.
Course covers the British Isles from the Restoration of Charles II through the Napoleonic wars. We consider the domestic effects of war and Empire; luxury, commerce, and the public sphere; continuing conflicts over religious toleration, popular politics, and the relation of England to Ireland and Scotland. Readings include works by John Locke, Jonathan Swift, Adam Smith, Thomas Paine, Edmund Burke, and Jane Austen.

[HIST 310 Life, Literature, and Power in Medieval England (also ENGL 314) # (III or IV)]

Fall. 4 credits. No prerequisites. Not offered 2002–2003. P. Hyams and A. Galloway.
This course explores key issues and key texts from the English literature of the period 1100–1500. It aims to survey and introduce the Age of Middle English—its history, its language, and its literature—to majors in English and History and others who seek something more than a bare acquaintance with the *Canterbury Tales* and *Wars of the Roses*. The instructors, coming from two different disciplines, expect to educate themselves as well as the class on the contributions that history and literature can each make to the understanding of the other. Lectures are designed to provide context for the class's central feature: close reading of texts, some in the original Middle English, some in translation of Middle English, French, and Latin, ranging from literary masterpieces to chronicle narratives, from dream visions to social satire.]

HIST 320 The Viking Age # (III)

Fall. 4 credits. O. Falk.

This course aims to familiarize students with the history of Scandinavia, ca. 800–1100 AD. Although well known as a dramatic chapter in medieval history, this period remains enigmatic and often misunderstood. Our goal will be to set Norse history within its European context, observing similarities with processes elsewhere in the medieval world, the better to perceive what makes the Norse unique. We will examine the social, economic and political activities of the Norsemen in continental Scandinavia, in Western and Eastern Europe, and in the North Atlantic.

[HIST 349 Early Modern England # (III)]

Fall. 4 credits. Not offered 2002–2003.

R. Weil.

This course explores the crises of political, religious, and epistemological authority that plagued England in the sixteenth and seventeenth centuries. We examine the political and cultural impact of the Protestant Reformation, the nature of Tudor despotism and Stuart absolutism, the construction of a rhetoric of political dissent around issues of sexuality and corruption, competing understandings of the social order and social control, the Puritan Revolution, and the invention of liberalism. Emphasis is on close reading of contemporary sources, from autobiography and drama to political theory.]

HIST 350 The Italian Renaissance (also ITALL 221) # (III or IV)

Spring. 4 credits. J. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the political thought of Dante and Marsilius in the age of the communes, through the several stages of Humanism from Petrarch to Alberti to Pico, down to the crisis of Italian liberty in the generation of Machiavelli, Guicciardini, and Castiglione. The course seeks to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, politics, learning, culture, gender, language, and the role of intellectuals in politics and society. Emphasis is placed on the close reading of primary sources and on issues of interpretation.

[HIST 351 Machiavelli (also ITALL 351) # (III or IV)]

Fall. 4 credits. Not offered 2002–2003.

J. Najemy.

This course presents Machiavelli in a variety of historical and interpretive contexts: European and Italian politics in the early sixteenth century; the decline of the Florentine republic and the rise of the Medicean principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512–13; the intellectual traditions of Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis is placed on a close reading of the major works (including the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.]

HIST 364 The Culture of the Renaissance II (also COM L 362, ENGL 325, FRLIT 362, RELST 362, MUSIC 390) # (III or IV)

Fall. 4 credits. Open to freshmen with permission. K. P. Long, W. Kennedy.

For description, see COM L 362.

[HIST 368 Marriage and Sexuality in Medieval Europe (also RELST 368, WOMNS 368) # (III)]

Spring. 4 credits. No formal prerequisite, though some prior knowledge of medieval European history is desirable. Not offered 2002–2003. Next offered 2003–2004.

P. Hyams.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class first clarifies the church's normative rules of law and theology. Armed with this framework, we then turn to more specific topics, including homosexuality, prostitution, rape/abduction, and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and to ourselves.]

[HIST 369 The History of Florence in the Time of the Republic, 1250–1530 (also ITALL 369) # (III or IV)]

Spring. 4 credits. Not offered 2002–2003.

J. Najemy.

Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici, to the crisis of the republic in the time of Machiavelli. Social classes and conflicts, the elite families, economic structures, the working classes, guilds, family history, women, and political and historical ideas are considered in the context of the emergence and transformation of republican government.]

[HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000–1300 # (III)]

Fall. 4 credits. No prerequisites; HIST 262, 263 or 264 suggested. Not offered 2002–2003. Next offered 2003–2004. P. Hyams.

An upper-level seminar on the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There is heavy emphasis on contemporary sources (in English), including lively and complete readings from epic literature (the Song of Roland), lives, and chronicles.]

HIST 409 Seminar on Work in Europe and America # (III)]

Fall. 4 credits. S. Kaplan.

For description, see Comparative History.

[HIST 436 Conflict Resolution in Medieval Europe # (III)]

Spring. 4 credits. Not offered 2002–2003. P. Hyams.

This seminar concentrates on a time (late ninth to thirteenth centuries) when much of Europe lacked formal systems of justice, and so handled questions of social control quite largely by extra-legal means. Its subject is in one sense political history upside-down, as viewed by individuals rather than their rulers.

We examine ways in which anthropology and some recent approaches to law can assist: the readings are partly anthropology, partly translated medieval accounts of actual conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences.]

[HIST 444 Seminar: Witchcraft, Magic, and the Occult in Europe, 1400–1700 # (III)]

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2002–2003. Next offered 2003–2004. S. Pohl.

A study of attitudes toward magic, witchcraft, astrology, specters, and demons in late medieval and early modern Europe and what they reveal to us about religious beliefs, concepts of community, and gender relations. Special attention is given to the role the Christian Church claimed in defining the occult: which aspects it legitimated and which it condemned. Other topics include the influence of humanism, the Reformation, and the Scientific Revolution on attitudes toward the occult. We also undertake an analysis of the historiographical model which opposes "elite" to "popular" ideas. The course emphasizes close analyses of primary works, including literary and visual sources.]

HIST 446 Law, Crime and Society in Europe, 1400–1700 # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. S. Pohl.

This comparative study focuses on Germany, England, France, and Italy and concentrates mainly on the social and legal treatment of crimes of violence. Throughout the course, we consider the differences and similarities between English common law and continental legal systems. Major issues covered include the role of criminal justice, the fate of customary methods of conflict resolution in a time of increasing legal centralization, and the relationship between cultural and legal change. We approach these issues by examining, among other things, the development of criminal procedure, the role of lawyers, contested notions of criminal responsibility, and the self-presentation of defendants. The course emphasizes close readings of primary works, including trial documents and literary sources.

[HIST 447 Crusaders and Chroniclers # @ (III)]

Fall. 4 credits. Not offered 2002–2003.

P. Hyams.

An intensive reading seminar offering a natural progression from HIST 259 The Crusades. It examines contemporary accounts of the crusading movement in English translation. The twin goals are to follow select themes of crusading history to a deeper level than is possible in HIST 259 and to study medieval historiography through whole chronicles and other primary sources.]

[HIST 464 Murder, Warfare, and the State: Violence in Europe, 1300–1800 # (III)]

Fall. 4 credits. Permission of instructor. Not offered 2002–2003. Next offered 2003–2004. S. Pohl.

An inquiry into forms of and attitudes toward violence in late medieval and early modern Europe. Questions to be explored include: How violent was premodern Europe compared to modern Europe? How did the

various cultural legitimations of violence change over time? We examine these questions by analyzing forms of interpersonal violence as well as violence orchestrated by the state, such as warfare and capital punishment.]

[HIST 468 Love and Sex in the Italian Renaissance (also ITALL 468) # (III or IV)]

Spring. 4 credits. Not offered 2002–2003. J. Najemy.

An exploration of the representation of love, sex, and eros in Italian Renaissance literature and the attempts by secular governments and the Church to manage, discipline, and punish sexual transgression. Primary texts include Boccaccio's *Decameron*, fifteenth-century *novelle*, plays by Machiavelli (*Mandragola*, *Clizia*) and Bibbiena (*Calandria*), and Aretino's *Dialogues*. Secondary readings include studies of sexual crime, love across social boundaries, prostitution, homosexuality, and lesbianism.]

[HIST 471 Knowledge and Politics in Seventeenth Century England (also S&TS 473) # (III)]

Spring. 4 credits. Limited to 15 students. Not offered 2002–2003. P. Dear and R. Weil.

England in the 17th century was a revolutionary ferment of political, religious, and philosophical conflict. This course examines the conflicts and arguments, and the means explored for their apparent resolution. These affected ideas of God and worship, the meanings of gender, conceptions of the natural world and its scientific appropriation, and the legitimacy and proper form of political power. The course focuses on the close study of primary source readings by many of the principal players in all these areas, including Francis Bacon, Thomas Hobbes, the Duchess of Newcastle, and John Locke.]

[HIST 472 Politics and Culture in Eighteenth-Century England # (III)]

Spring. 4 credits. Not offered 2002–2003. R. Weil.

Between 1660 and 1800 England experienced imperial and economic expansion, the Enlightenment, and the threat of Revolution abroad and at home. How in this context did people interpret and imagine the nature of the social order, political authority, and the family? We consider the changing and fiercely contested notions of property, politeness, crime and punishment, sexuality, Empire, slavery, and the market.]

HIST 479 Patronage and the Medici # (III)]

Spring. 4 credits. J. Najemy.

Between the early fifteenth and sixteenth centuries, the Medici family of Florence rose from the ranks of the city's merchant bankers to become virtual rulers of the republic, cardinals and popes in Rome, and eventually hereditary grand dukes of Tuscany. Much of the family's power and fame derived from two kinds of patronage: the social and political patronage that established their political influence; and the artistic and cultural patronage central to the fashioning of their image and the realization of their princely ambitions. This seminar explores the connections between the two kinds of patronage with a focus on works of art and architecture and recent historical and art historical scholarship.

[HIST 481 The English Revolution # (III)]

Fall. 4 credits. Not offered 2002–2003. Next offered 2003–2004. R. Weil.

Between 1640 and 1660, England experienced two decades of civil war and revolution and embarked on a fascinating series of attempts to reorganize political and religious life. Women and the lower classes emerged as actors on the political stage, radical religious sects flourished, and the nature of authority was questioned in both the family and the state. This course explores the political, cultural, religious, and social dimensions of the English Revolution, using mostly primary sources.]

HIST 491 Approaches to Medieval Violence (also HIST 692) # (III)]

Fall. 4 credits. O. Falk.

"Violence" has become an unavoidable—and urgently troubling—buzzword in contemporary Western culture. We worry about its manifestations and representations in our own civilization, we scan foreign societies with which we interact for any sign of it, we fantasize about consuming it or construct our utopias around its absence. This course is intended as an opportunity for students working on a variety of topics, periods, and areas in medieval Europe to investigate its relevance to their own studies. Through an examination of readings on violence in particular historical contexts, from Late Antiquity to the Early Modern period, we will seek to elicit reflection on what is meant by the concept, to prompt consideration of distinctions among forms of violence, and to sample a variety of analytical approaches and tools. Graduate students should sign up for HIST 692.

[HIST 496 Theorizing the Public Sphere (also COM L 496 and GERST 496) (III or IV)]

Fall. 4 credits. Not offered 2002–2003. P. Hohendahl.

For description, see GERST 496.]

[HIST 651 Old English Literature in Its Historical Context (also ENGL 710)]

Spring. 4 credits. Not offered 2002–2003. P. Hyams, T. D. Hill.

This graduate course, cross-listed with ENGL 710, might equally be known as "Anglo-Saxon England: History and Literary Context." It studies the written sources for major questions of Anglo-Saxon history in their literary and cultural context. It concentrates on important texts extant in both Latin and Old English. Comparison can illuminate the resources and intentions of writers, compilers, and copyists, the literary and linguistic culture of England, and the ways in which historians might most fruitfully study such texts. Bede's *Ecclesiastical History* and *Battle of Maldon*, Aelfric's *Colloquies*, selections from the Anglo-Saxon chronicle, *Beowulf*, laws, homilies, and wisdom literature are all likely to come under scrutiny. One goal is to reclaim for European religious history a corpus of material that historians neglect because it is in Old English.]

[HIST 653 England—Britain—Europe in the Middle Ages]

Spring. 4 credits. Not offered 2002–2003. Next offered 2003–2004. P. Hyams.

This graduate seminar tentatively explores the coming move from the study of medieval English history to that of the British Isles and its inhabitants within the wider context of Europe and Western Christendom. Readings are mostly representative original sources. The

precise texts and topics studied depend on the interests (and especially future teaching plans) of participants, but certainly allow for a critical examination of existing literature on the general and cultural history of England, Scotland, Ireland, and Wales.]

[HIST 663 Graduate Seminar in Renaissance History]

Fall. 4 credits. Not offered 2002–2003. J. Najemy.

Topic for 2001: The Medicean principate.]

[HIST 669 Politics, Power, and Culture in Early Modern England]

Fall. 4 credits. Not offered 2002–2003. R. Weil.]

HIST 692 Approaches to Medieval Violence (also HIST 491)]

Fall. 4 credits. O. Falk

"Violence" has become an unavoidable—and urgently troubling—buzzword in contemporary Western culture. We worry about its manifestations and representations in our own civilization, we scan foreign societies with which we interact for any sign of it, we fantasize about consuming it or construct our utopias around its absence. This course is intended as an opportunity for students working on a variety of topics, periods, and areas in medieval Europe to investigate its relevance to their own studies. Through an examination of readings on violence in particular historical contexts, from Late Antiquity to the Early Modern period, we will seek to elicit reflection on what is meant by the concept, to prompt consideration of distinctions among forms of violence, and to sample a variety of analytical approaches and tools. Undergraduates should sign up for HIST 491.

Modern European History

HIST 152 Introduction to Western Civilization (1600 to the End of World War II) # (III)]

Spring. 4 credits. R. L. Moore and M. Steinberg.

This course offers a comparative perspective on the development of modern states, societies, and cultures in Europe and North America. Topics include: religious and scientific revolutions in early modern Europe; European expansion and conquest; Enlightenment and revolution; liberalism, capitalism, and communism; the politics of race, slavery, and the new imperialism; the World Wars and the Holocaust; the Cold War; and the modern and the post-modern in European and American culture.

HIST 233 Soviet Society and Family Life During WWII: Perspectives from Culture (also Russ Lit 233 and JWST 233) (III)]

Fall. 4 credits. Sophomore seminar. Limited to 15 students. P. Holquist.

A sophomore seminar constructed around Vasilii Grossman's novel *Life and Fate* as well as other literary and cultural works (films, music).

[HIST 235 Antisemitism and Crisis Modernity (also JWST 254) (III)]

Spring. 4 credits. Not offered 2002–2003. V. Caron.

This course examines the role of antisemitism in nineteenth and twentieth century European ideological, political, and socioeconomic developments. Attention is paid to the way in

which antisemitism illuminates the underside of European history, allowing us to see how anti-Jewish intolerance and prejudice became embedded in the worldviews of significant sectors of the European populations, culminating in the Holocaust. Topics include: the Christian roots of antisemitism and the extent to which modern antisemitism marks a break with the medieval past; the politicization of antisemitism by both Left and Right; the role of antisemitism in socioeconomic conflicts linked to the rise of capitalism; Jewish responses to antisemitism; antisemitism in the Nazi and Fascist revolutions; and contemporary interpretations of antisemitism.]

HIST 267 History of Zionism and the Birth of Israel (also JWST 290, NES 290) @ (III)

Spring. 4 credits. V. Caron.

This course examines the history of Zionism as an ideology and political movement from its origins in the nineteenth century to the present. Attention is paid to situating Zionism within the context of modern Jewish, European, and Middle Eastern History. Topics include: the ideological foundations of Zionism; the role of Theodor Herzl and the rise of political Zionism; the Balfour Declaration; the development of the Yishuv; Zionism as a cultural identity for Diaspora Jewry; the British mandate; the Arab-Zionist encounter; Zionist responses to the Holocaust; and Zionism and contemporary Israeli society.

HIST 270 The French Experience (also FRLIT 224 and ANTHRO 224) (III or IV)

Fall. 4 credits. N. Furman, J. Weiss.

We look ethnographically and through literature at tastes and at class as they function and are discussed in France. We examine speech in its practice and as it is reflected upon; and we look at views from France, from America, and other countries. As we emphasize differences, the French experience emerges.

[HIST 283 Europe in the Technological Age (III)]

Spring. 4 credits. Not offered 2002-2003. J. Weiss.]

HIST 285 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492-1789 (also NES 245, JWST 253) # (III)

Fall. 4 credits. V. Caron.

This course examines the history of European Jewry during the centuries of transition from the Middle Ages to the Modern Era. We examine the extent to which traditional Jewish life began to break down during this period and thus paved the way for the emergence of modern Jewry. Topics include the impact of the Spanish Expulsion of 1492; religious, intellectual, and socioeconomic dimensions of the Marrano dispersion, including Lurianic Kabbalah and the messianic movement of Shabbetai Zevi; the establishment of Jewish communities in the West; the end of the "Golden Age" of Polish Jewry and the rise of Hasidism; the changing economic and political role of Jews in the seventeenth and eighteenth centuries; and the impact of the Enlightenment.

HIST 290 Twentieth-Century Russia and the Soviet Union (III)

Fall. 4 credits. P. Holquist.

An introductory lecture course spanning the lifetime of the USSR (1917-1991), but covering the last years of the Russian Empire and the

first years of the post-communist present as well. Geographically, it focuses on the Russian heartland and the non-Russian areas of the Soviet Union. The course explores the roots and consequences of the Russian Revolution; the nature and evolution of Leninism, Stalinism, and Soviet communism; the entrenchment of reform of the post-Stalinist system; and the legacy of communism for the region's new regimes. Students are introduced to a wide variety of historical materials, including documents, essays, memoirs, literature, and film.

[HIST 291 Modern European Jewish History, 1789-1948 (also JWST 252) (III)]

Fall. 4 credits. Not offered 2002-2003. V. Caron.

Jewish life in Europe experienced a profound transformation as a result of the process of Jewish emancipation which began at the end of the eighteenth century. While emancipation offered Jews unprecedented social, economic, and political opportunities, it also posed serious challenges to traditional Jewish life and values by making available new avenues of integration. This course examines the ways in which Jewish and non-Jewish society responded to these new developments from the eighteenth century Enlightenment to the post-World War II era. Topics include Jewish responses to emancipation, including assimilation and new varieties of religious accommodation; the development of modern antisemitism; the rise of Zionism and the creation of the state of Israel; the modernization of Eastern European Jewry; the impact of mass immigration; and the Nazi era.]

HIST 295 Intro to the History, Language, and Culture of the Balkans (III)

Spring. 4 credits. W. Browne, J. Weiss.

Cultural and linguistic factors interacted with political events to form present-day Slovenia, Croatia, Bosnia-Herzegovina, Serbia, Montenegro, Romania, Bulgaria, Macedonia, Albania, and Greece. The course traces these relationships from the end of the medieval period to the present.

[HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries # (III)]

Fall. 4 credits. Not offered 2002-2003. S. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.]

HIST 356 The Era of the French Revolution and Napoleon # (III)

Fall. 4 credits. S. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus is on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.

[HIST 357 Survey of German History, 1648-1890 # (III)]

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 2002-2003. I. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the

Thirty Years' War, through absolutism, the bourgeois revolutions of 1848, the struggle for unification, to the beginning of the modern industrial state.]

HIST 358 Survey of German History, 1890 to the Present (III)

Fall. 4 credits. Open to freshmen with permission of instructor. I. Hull.

An examination of the "German problem," that is the political, cultural, economic, and other causes of modern Germany's extreme violence and volatility from 1890 through 1945, and of the consequences thereof on the divided Germany of 1945 to 1989 and on the new German state since 1989.

HIST 362 European Cultural History, 1750-1870 (also COM L 352) # (III or IV)

Fall. 4 credits. M. Steinberg.

The course focuses on the making of middle-class culture, society, and imagination from the Enlightenment through the French Second Empire. There are three units with national and thematic foci: Germany in the period of Enlightenment, emancipation, and the burgeoning of national consciousness; questions of law, property, gender, and sexuality in early nineteenth-century England; modernism and urbanism in Second Empire France. Primary readings (including novels, paintings, and operas) are considered along with contemporary historical and theoretical readings.

[HIST 363 European Cultural History, 1870-1945 (also COM L 353) (III or IV)]

Spring. 4 credits. Not offered 2002-2003. M. Steinberg.

This course focuses on problems of modernity, identity, and ideology in comparative European contexts. We address the politics and culture of German nationalism, French urbanism and religious revival, the cultural origins of psychoanalysis, technological culture (including film), and the cultural origins and dynamics of fascism. As in 362, primary materials (including Wagner, Nietzsche, George Eliot, Freud, Benjamin, and Alfred Hitchcock) are considered along with recent theoretical work.]

HIST 370 History of the Holocaust (also JWST 353) (III)

Fall. 4 credits. Each student must enroll in a section. V. Caron.

This course analyzes the meaning of the Holocaust from three vantage points: European history; Jewish history; and that of those states and religious institutions that shared responsibility by having stood by in silence. Topics include: the evolution of modern anti-Semitism; the role of anti-Semitism in the Nazi ideology and program; the bureaucratization of death; Jewish life in ghettos and concentration camps; the fate of Jews in occupied Europe and the question of collaboration; Jewish political behavior under duress; the responses of the Western allies and the Churches; and contemporary interpretations of the Holocaust and the meaning of evil.

HIST 371 World War II in Europe (III)

Fall. 4 credits. J. Weiss.

The Second World War remains the single most important set of events shaping the contemporary world. The course deals with both the events of World War II as they shaped European and world history and the way those events were remembered and

commemorated in postwar years. Lectures, screenings, and readings examine: the role of wartime political leaders and military commanders; the experience of war and occupation for soldiers and civilians, including Resistance movements and collaborators; Nazi genocide; intellectual and cultural changes during the war, including the impact on literature and philosophy; strategic questions about the origins and conduct of the war; the concluding phases involving the Nuremberg Trials, the Yalta and Potsdam conferences, and the launching of the Cold War; and the representation of the war in subsequent films, literature, and political culture.

HIST 379 The First World War: Causes, Conduct, Consequences (III)

Spring. 4 credits. Open to freshmen with permission of instructor. P. Holquist and I. Hull.

This course examines the long-term and immediate political, social, and cultural causes of World War I, its catastrophic prosecution, and its revolutionary consequences. Recurring themes are: the building of nation-states, the diplomatic and military systems of the nineteenth and twentieth centuries, mass mobilization, the development of mass violence, and the emergence of millenarian visions of the future.

[HIST 380 Social History of Western Technology # (III)]

Spring. 4 credits. Not offered 2002–2003. J. Weiss.

For description, see History of Science.]

[HIST 383 Europe, 1900–1945 (III)]

Spring. 4 credits. Not offered 2002–2003. J. Weiss.

An investigation of the major developments in European politics between 1900 and the end of the Second World War. Emphasis is on the rise and fall of democratic political systems and their alternatives. Topics include the reorientation of liberalism and socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, the changes in Eastern Europe during the interwar years, and the interaction between politics and social structure.]

[HIST 384 Europe, 1945–1968 (III)]

Fall. 4 credits. Not offered 2002–2003. Next offered 2003–2004. J. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis is on the comparative study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West, opposition movements in Eastern Europe, and the general upheaval of 1968.]

[HIST 385 Europe in the Twentieth Century: 1968–1990 (III)]

Spring. 4 credits. Not offered 2002–2003. Next offered 2003–2004. J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of Communist regimes. Topics include the effects of economic downturn in 1973–1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in

southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980s; and the final phase of the Cold War.]

[HIST 405 Jewish Culture and Modernity (also SOC HUM 408, JWST 408, GERST 420) (III or IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2002–2003. M. Steinberg.

With emphasis on Germany but with materials drawn also from England, France, and the United States, this seminar will analyze the intersections and mutual production of modern Jewish culture and general structures and discourses of modernity. It takes up the category of "Jewish culture" as distinct from "Judaism." The focus is less on a religious tradition than on a cultural and historical identification whose sacred/secular boundaries are fluid and contestable. Thus, the boundaries between sacred and secular become a central debate both within Jewish culture and its multiple, mutual refractions with the non-Jewish world, which may itself be constituted in terms of modern nationalities, as Christian, secular, or anti-Semitic.]

[HIST 406 The People in the French Revolution # (III)]

Fall. 4 credits. Not offered 2002–2003. Next offered 2003–2004. S. Kaplan.

The French Revolution was nothing if not a mass event. Mass action played a critical part in shaping its course. The "re-invention" of France affected the population down to each village and demanded decisions from virtually every adult. This course focuses on the people as actors: their collective memory, their ideologies, their repertoire of intervention, the formation of a popular political culture. It examines the encounters between the people (in their multiple incarnations) and the revolutionary elites who sought to articulate and appropriate the Revolution. A major theme is the tension between the ambitions to achieve liberty and equality.]

HIST 409 Seminar on Work in Europe and America # (III)

Fall. 4 credits. S. L. Kaplan.

For description, see Comparative History.

[HIST 410 Russia in the Age of Revolution and Total War (III)]

Spring. 4 credits. Not offered 2002–2003. P. Holquist.

This seminar examines the years of 1905–1945, a period of unparalleled violence and transformation in Russian history, encompassing several revolutions, two world wars and one civil war. Out of Russia's "second time of troubles" (1905–1921), a Soviet state emerged propagating an alternative model for politics and society, a model of society that would be explicitly challenged in the cataclysmic confrontation between the Soviet Union and Nazi Germany. This course examines the links between revolution, total war, and the emergence of the welfare state in Russia and situate the revolutionary Soviet experience in its European and global context. Students read both historical treatments and analyze documents in translation. Knowledge of foreign languages is not required but some background in European history is desirable.]

HIST 413 Culture, Freedom, and the University (also SHUM 416) # (IV)]

Spring. 4 credits. Limited to 15 students. P. Hohendahl.

The seminar addresses the rise and the eventual decline of the classical German research university between 1810 and the present. The concept of the university as a semi-autonomous community based on freedom of teaching and research determined the development of German education during the 19th and 20th century. The modernization of the German university occurred in close proximity with the emergence of idealism in German philosophy and its emphasis on Bildung. The seminar focuses on the intersection between the innovative idea of the university and the actual development of the institution. Readings are taken from the works of Kant, Fichte, Schleiermacher, Schelling, Nietzsche, Weber, Jaspers, and Habermas.

[HIST 417 History of Jews in Modern France (also JWST 446, FRLIT 413) (III or IV)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.

V. Caron.

This course explores the integration of Jews into French society from the French Revolution to the present. Topics include: the debate over Jewish emancipation during the Enlightenment, the French Revolution, and the Napoleonic era; the processes of religious and social assimilation; the rise of anti-Semitism and the Dreyfus Affair; Jewish responses to anti-Semitism; the immigrant challenge and refugee crisis of the 1930s; the Vichy era and Jewish resistance during World War II; and the reconstruction of the French Jewish community since 1945.]

HIST 433 History of Modern German Jewry: From the Enlightenment to the post-1945 Era (also GERST 433 and JWST 433) (III)]

Spring. 4 credits. Limited to 15 students. V. Caron.

Although the fate of Jews in Germany ended in tragedy during the Holocaust, the German-Jewish interacting during the modern period was also characterized by immense creativity. Modern German Jewry stood at the forefront of innovative religious and ideological movements, and their history therefore offers a lens through which we can focus on the opportunities and challenges that faced modern European Jews more generally. Topics include: debates about Jewish emancipation; the processes of anti-Semitism; the encounter with East European Jewish immigrants; Jews in Weimar culture; Jewish responses to the rise of Nazism; and post-1945 German reflections on the Holocaust.

[HIST 435 Collective Action and Politics in Modern Europe (III)]

Not offered 2002–2003. S. Kaplan. S. Tarrow.

For description, see GOVT 435.]

[HIST 441 Seminar in the European Enlightenment # (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. I. Hull.]

HIST 456 Seminar in European Cultural History (III)]

Spring. 4 credits. M. Steinberg.

[HIST 457 Seminar in European Fascism (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. Semester TBA. I. Hull.]

[HIST 460 Opera, History, Politics, Gender (also WOMNS 454, COM L 459, S HUM 459, ITAL 456, MUSIC 474) (III or IV)]

Spring. 4 credits. Not offered 2002-2003.
Next offered 2003-2004. M. Steinberg and S. Stewart.

The will to social order and the desire to transgress it: this basic conflict in modern culture was negotiated in many places, but nowhere more dramatically than in the world of opera. Body and mind; the visceral and the mannered; authority and subversion: these themes are integral to operatic works and culture. This seminar examines the works and contexts of Mozart, Beethoven, Wagner, Verdi, and Puccini alongside issues of German and Italian nationbuilding, liberalism, the continuities of patriarchy, and patterns of cultural identity and cultural difference in modern Europe. We analyze opera videos in class, and if possible we arrange an excursion to the Metropolitan Opera in New York City. No technical competence is required, but the seminar should be most interesting to those seeking an upper-level course in cultural history and/or cultural studies.]

[HIST 462 Popular Culture in European History (III)]

Fall. 4 credits. Not offered 2002-2003. Next offered 2003-2004. S. L. Kaplan.

An examination of the origins, practices, and meanings of popular culture throughout Europe from the Middle Ages to the era of the French Revolution. After considering the various ways in which "culture" and "popular" can be construed, the seminar focuses on the specific manifestations of popular culture, its various languages and gestures, and its complex relations with the dominant/elite cultures.]

[HIST 467 Seminar in Modern European Political History (III)]

Fall. 4 credits. Permission of instructor required. Not offered 2002-2003. J. Weiss.]

[HIST 474 Topics in Modern European Intellectual and Cultural History (also COM L 474) (III or IV)]

Fall. 4 credits. Prerequisite: permission of the instructor. Not offered 2002-2003.
D. LaCapra.]

[HIST 477 Seminar on the Politics of the Enlightenment # (III)]

Fall. 4 credits. Not offered 2002-2003.
S. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature.]

[HIST 478 Stalinism as Civilization (III)]

Fall. 4 credits. Not offered 2002-2003. Next offered 2003-2004. P. Holquist.

The collapse of the Soviet Union provides an opportunity to reconsider the entire Stalinist experience, both on the basis of newly accessible documents and from fresh

perspectives. This course approaches Stalinism as an entire system, examining the links between high politics, foreign relations, culture, and everyday political strategies. Readings include historical studies as well as newly available primary materials. Knowledge of Russian not required.]

[HIST 482 The Aesthetic and Cultural Theory of the Frankfurt School (also GERST 495) (III or IV)]

Fall. 4 credits. Not offered 2002-2003.
P. Hohendahl.]

[HIST 488 Seminar in Late Nineteenth-Century European Imperialism (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. Next offered 2003-2004. I. Hull.

This seminar examines the theories of the "second wave" of European imperialism, and then compares the imperial experiences of Great Britain, France, and Germany. It focuses on the imperialist powers, and on the (often unintended) consequences of their colonial involvement on them. Of special concern are the transformation of nationalism into imperialism, and the effects on the European powers themselves of their experiences of applied racism and the commission of mass violence in their colonies.]

[HIST 601 European History Colloquium]

Fall and spring. 4 credits, each term.
Graubart, Pohl (fall); Dear, Weil (spring).

A research colloquium designed for European history graduate students. The colloquium offers a forum for students to present papers and to discuss the work of visiting scholars.

[HIST 605 Graduate Seminar in European Cultural and Intellectual History]

Fall. 4 credits. Not offered 2002-2003.
M. Steinberg.

The topic is "Cultural History, Cultural Memory, Cultural Analysis." We will focus on the epistemological claims and metaphors of cultural historical practice, in particular those of memory and cultural analysis. What are the stakes, advantages, and problems of identifying history with memory or cultural analysis? Readings include works of Freud, Warburg, Benjamin, Yerushalmi, Mieke Bal, and other contemporary sources.]

[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also GERST 635)]

4 credits. Anchor course. Not offered 2002-2003. P. Hohendahl.

For description, see GERST 635.]

[HIST 661 Graduate Seminar in Twentieth-Century German History]

4 credits. Prerequisite: permission of instructor. Not offered 2002-2003.
Semester TBA. I. Hull.]

[HIST 672 Seminar in European Intellectual History]

Fall. 4 credits. Not offered 2002-2003.
D. LaCapra.]

[HIST 673 Seminar in European Intellectual History]

Spring. 4 credits. Not offered 2002-2003.
D. LaCapra.]

[HIST 674 Graduate Seminar in German History, 1770-1918]

Fall. 4 credits. Not offered 2002-2003.
Semester TBA. I. Hull.]

[HIST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and GERST 675)]

Fall. 4 credits. Not offered 2002-2003.
P. Hohendahl.

For description, see GERST 675.]

[HIST 678 Seminar in Modern European Social History]

Spring. 4 credits. Permission of instructor required. Not offered 2002-2003. J. Weiss.]

Honors and Research Courses

Note: HIST 201-302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

HIST 201 Supervised Reading

Fall or spring. 2 credits. Open only to juniors and seniors. Prerequisite: permission of instructor. Staff.

HIST 302 Supervised Research

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

HIST 400 Honors Proseminar

Fall and spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register. E. Tagliacozzo.

An exploration of major approaches to historical inquiry, analysis, and presentation. Ways of thinking about history along with research methods and organization of the results are considered by reading and discussing a variety of historical works. Substantive readings are drawn from several time periods and diverse geographical areas. There is one short paper during the semester, and a longer final paper which explores the work of a major historian or school of historical writing.

HIST 401 Honors Guidance

Fall. 4 credits. Prerequisites: HIST 400 and permission of instructor. I. Hull.

HIST 402 Honors Research

Spring. 4 credits. Prerequisites: HIST 400 and permission of instructor. I. Hull.

HIST 709 Introduction to the Graduate Study of History

Fall. 4 credits. Required of all first-year graduate students. P. Dear and T. Borstelmann.

The course is designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization.

HIST 803-804 Supervised Reading

703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor. Staff.

HISTORY OF ART

S. Hassan, chair; J. E. Bernstock, M. Fernandez, C. Lazzaro, K. McGowan, L. L. Meixner, A. Pan, A. Ramage, R. Schneider

The Department of the History of Art provides a broad range of introductory and advanced courses in Western art (European and North American) and non-Western art (East and Southeast Asian, African), from antiquity to the present.

The Major

Department majors acquire a broad understanding of the history of art in several chronological and geographical areas: ancient, medieval, Renaissance, modern (Europe and North America), Southeast Asia, China, Japan, and Africa. Additionally, majors practice a range of art historical methods and interpretive strategies, including connoisseurship, dendrochronology, feminism, iconography, semiotics, and social history. Majors are encouraged to locate the history of art within allied humanities fields and the applied arts by taking courses in history, literature, history of architecture, and fine arts. The study of foreign languages is strongly encouraged.

Requirements for the Major

Prospective majors should consult the director of undergraduate studies. Students wishing to declare a major in the history of art should complete two courses at Cornell in the department by the end of their sophomore year. These courses should reflect the diversity of the departmental offerings. One must be at the 200 level, and one—but not both—must emphasize material either predominantly before 1800 or outside Europe/North America. These two courses are prerequisites for the major and a grade of C or above is required for admission; courses must be taken for a letter grade. These courses do count toward the total 44 credits. The major in the history of art requires 44 credits, 30 at the 300 level or above. The core requirements are: proseminar; one 400-level area seminar; two courses in art outside Europe/North America; and three courses in art predating 1800 (ancient, medieval, or Renaissance/Baroque). Majors must choose at least two courses from different categories. In addition to the 44 credits, majors are required to take two courses, approved by their advisers, in areas related to the history of art.

Honors

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include in his/her course load, History of Art 600 and 601. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

Course Numbering System

100-level courses are freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western art and art outside the West.

300-level courses are intermediary courses addressing more specialized topics or epochs.

400-level courses are seminars primarily for advanced undergraduates and graduate students.

500-level courses are seminars primarily for graduate students.

First-Year Writing Seminars

For First-Year Writing Seminar offerings in the History of Art, consult the John S. Knight Institute brochure for times, instructors, and descriptions. These courses may be used as freshman electives but not to satisfy the distribution requirement.

Courses

ART H 200 Art, Archaeology, and Analysis (also ARKEO 285, MS&E 285, ENGRI 185, EAS 200, PHYS 200) # (I or IV)

Spring. 3 credits. Staff.
For description see EAS 200.

ART H 202 Survey of European Art: Renaissance to Modern # (IV)

Summer only. 3 credits. D. Royce-Roll.
The major traditions and movements in western European art from the Renaissance to the modern period. Painting, sculpture, and architecture with an emphasis on painting. Each Friday class meets at the Johnson Museum of Art with gallery talks and viewing of relevant works that supplement the previous four days of classroom lectures.

[ART H 220 Introduction to Art History: The Classical World (also CLASS 220) # (IV)]

Fall. 4 credits. Each student must enroll in a section. Not offered 2002–2003.
A. Ramage.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the time of Constantine the Great.]

ART H 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ARKEO 221) # (IV)

Fall. 3 credits. J. Coleman.
For description, see CLASS 221.

ART H 222 Greek Art and Archaeology # (IV)

Spring. 3 credits. J. Coleman.
For description, see CLASS 240.

[ART H 224 Archaeology in Action I (also CLASS 232 and ARKEO 232) # (IV)]

3 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
P. I. Kuniholm.

For description, see ARKEO 232.]

[ART H 225 Archaeology in Action II (also CLASS 233 and ARKEO 233) # (IV)]

3 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
P. I. Kuniholm.

For description, see ARKEO 233.]

ART H 230 Introduction to Art History: Monuments of Medieval Art (also RELST 230) # (IV)

Fall. 4 credits. Each student must enroll in a section. P. Morrin.

An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

ART H 245 Introduction to Art History: Renaissance and Baroque Art # (IV)

Fall. 4 credits. Each student must enroll in a section. S. Benson.

A survey of major works of European painting, sculpture, and architecture from 1400 to 1700. The focus is on preeminent artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. The course also covers the methods of art history currently practiced in Renaissance and Baroque studies. Weekly section meetings are required.

ART H 260 Introduction to Art History: The Modern Era (IV)

Spring. 4 credits. Not open to students who have taken ART H 261. Each student must enroll in a section. J. E. Bernstock.

A discussion of the most important developments in art from 1780 to the present in a socio-political, historical context. The emphasis is on major movements and artists: Neo-Classicism (David), Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (Van Gogh), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), and Pop Art (Warhol). Different critical approaches are examined.

[ART H 261 Introduction to Art History: Modern Art (IV)]

3 credits. Not offered 2002–2003. Staff.
An introduction to early modern art as it developed between the French Revolution and World War I. Both European and American movements are examined, including Romanticism, Impressionism, and Cubism. Units are organized around central figures such as Mary Cassatt, Edgar Degas, Thomas Eakins, and Vincent van Gogh. Lectures are supplemented with discussions of methods of inquiry, including social history and feminism, fundamental to interpreting works of art.]

[ART H 270 Mapping America (also AM ST 270) # (IV)]

4 credits. Each student must enroll in a section. Not offered 2002–2003. L. Meixner.
An introduction to American art from colonial mercantilism through the Great Depression. Through a variety of sources including maps, paintings, street festivals, political cartoons, photographs, and advertisements, we explore the social and economic factors that shaped American identities. Emphasis is on the representation of race, class, and ethnicity.]

[ART H 280 Introduction to Art History: Approaches to Asian Art @ # (IV)]

Fall. 3 credits. Not offered 2002–2003.
K. McGowan.

Arranged according to selective focus and emphasis rather than broad chronological survey, this course introduces students to the varied responses of the Asian artist in diverse social, geographical, and historical contexts. Indian miniature paintings, Japanese prints, high-fired ceramics from Thailand and Vietnam, Indonesian textiles and jewelry,

Javanese shadow-puppet theater, and Balinese ritual and performance traditions are explored. A number of class sessions meet in the Herbert F. Johnson Museum of Art.]

ART H 309 Dendrochronology of the Aegean (also CLASS 309 and ARKEO 309) # (IV)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

For description, see ARKEO 309.

ART H 319 Art in the Daily Life of Greece and Rome (also CLASS 319) # (IV)

Spring. 4 credits. A. Ramage.

Classical art is well reflected in the small items of daily life that are neglected frequently in the standard histories. This course looks at the making and decorating of household items in Greece and Rome in a variety of materials from clay to metal. The links between the commissions of the state and the tastes of the people are examined through their material culture.

[ART H 320 The Archaeology of Classical Greece (also CLASS 320) # (IV)]

4 credits. Not offered 2002-2003. A. Ramage.]

[ART H 321 Mycenae and Homer (also CLASS 321 and ARKEO 321) # (IV)]

4 credits. Not offered 2002-2003. J. Coleman.

For description, see CLASS 321.]

ART H 322 Arts of the Roman Empire (also CLASS 350) # (IV)

Fall. 4 credits. A. Ramage.

The visual arts in the service of the first world state. The course starts with the architecture, painting, and sculpture of the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine. Art made for private patrons is considered, along with the official presentations of the emperors.

[ART H 323 Painting in the Greek and Roman World (also CLASS 323) # (IV)]

4 credits. Not offered 2002-2003. A. Ramage.]

[ART H 325 Greek Vase Painting (also CLASS 325) # (IV)]

Fall. 4 credits. Not offered 2002-2003. A. Ramage.

A stylistic and iconographical approach to an art in which the Greeks excelled. The course is arranged chronologically from the early (eleventh century B.C.), anonymous beginnings to the "personal" hands of identifiable masters of the fifth and fourth centuries B.C. Styles of cities other than Athens are stressed.]

[ART H 326 Greek Cities and Towns (also CLASS 326) # (IV)]

4 credits. Prerequisite: CLASS/ART H 220 or permission of instructor. Not offered 2002-2003. J. Coleman.]

ART H 327 Greek and Roman Coins (also CLASS 327) # (IV)

Fall. 4 credits. A. Ramage.

The varied issues of Greek cities and the Roman state are examined. Coins are considered as art objects as well as economic and historical documents. The changes in design, value, and metals from the origins of coinage to the late Roman period are studied.

Lectures, student presentations, and work with the actual examples.

[ART H 328 Greeks and Barbarians (also CLASS 322) # (IV)]

Fall. 4 credits. Not offered 2002-2003. J. Coleman.

For description, see CLASS 322.]

[ART H 329 Greek Sculpture (also CLASS 329) # (IV)]

4 credits. Not offered 2002-2003. J. Coleman.

For description, see CLASS 329.]

ART H 338 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335 and THETR 335) (IV)

Fall. 4 credits. Staff.

A study of drama and the culture contexts of its performances from the mid-nineteenth century to the mid-twentieth century in Europe and America. We move from symbolism and naturalism through to constructivism, expressionism, Dadaism, futurism, surrealism and on the Brecht, Artaud and a few of their more contemporary descendants. Students engage in performance projects as well as text analysis.

[ART H 343 Italian Renaissance of the Fifteenth Century # (IV)]

4 credits. Not offered 2002-2003. C. Lazzaro.

This course examines the artistic production of the fifteenth century in its social and cultural context. The new style, which was developed in Florence in the early century and spread to other city-states in Italy, is examined in the context of the new educated class, the increased wealth of the mercantile, urban class, and the new role of family in society.]

[ART H 344 Italian Renaissance of the Sixteenth Century: Leonardo, Michelangelo, and Raphael # (IV)]

Spring. 4 credits. Not offered 2002-2003. C. Lazzaro.

This course focuses on the three great artists of the late fifteenth and sixteenth centuries, Leonardo, Michelangelo, and Raphael. It examines each as a thinker as well as an artist, through their own writings together with their works of painting, sculpture, and architecture. It also analyses the contemporary constructions of the artist as genius and as courtier in the biographies and other writings about them.]

[ART H 345 Rome, Florence, and Venice in the Sixteenth Century # (IV)]

4 credits. Not offered 2002-2003. C. Lazzaro.

This course examines the distinctive cultural identities of Rome, Florence, and Venice, and how art, architecture, and urban planning served to create the myths and self-images of these cities, their rulers, and society. Topics include the centers of power, relationship of church and state, and private patronage and collections.]

ART H 348 Destination Rome: From Medieval Pilgrimage to Eighteenth-Century Grand Tour # (IV)

Spring. 4 credits. S. Benson.

As seat of the Catholic Church and center of the ancient Roman empire, the city of Rome was both a spiritual and cultural capital in medieval and early modern Europe. This class will investigate the fascination of Rome for early modern Europeans and consider how

popes, patrons, and visitors shaped the planning of the city. Objects of study will include the development of the built environment, the display of ancient objects, sacred rituals, secular festivals, and souvenir images and artifacts created for pilgrims and tourists.

ART H 351 The Culture of the Renaissance II (also COM L 362, HIST 364, MUSIC 390, RELST 362, ENGL 325) # (III or IV)

Fall. 4 credits. K. Long, C. Kaske.

For description, see COM L 362.

[ART H 360 Painting Nineteenth-Century America (also AM ST 360) # (IV)]

Spring. 4 credits. Not offered 2002-2003. L. L. Meixner.

This course is an interdisciplinary view of art and life in nineteenth-century America from the colonial era through the Gilded Age. We will consider definitions of democratic culture through topical units including the following: New England portraiture and commodity culture; the art museum in the new republic; genre painting in the Jacksonian era; Hudson River landscape and railroad expansion; photography and the rising middle class; images of African Americans and Reconstruction; images of Native Americans, Manifest Destiny, and the frontier myth; cosmopolitan taste and robber barons in the Gilded Age. Alongside key paintings, we look at print culture including daguerreotypes, postcards, political prints, photographs, and advertisements. Major artists include: John S. Copley, George Caleb Bingham, Winslow Homer, Thomas Eakins, Mary Cassatt, and John Singer Sargent. We address their relationship to major writers including Walt Whitman, Henry James, Stephen Crane, and Edith Wharton.]

ART H 362 Impressionism in Society (also WOMNS 361) # (IV)

Spring. 4 credits. L. L. Meixner.

This course discusses French Impressionist art as products of nineteenth-century public life. By relating Impressionism to state culture, including Universal Expositions, we trace subversive themes such as criminality, cafe and brothel societies, clandestine prostitution, and class-regulated leisure. We consider images of Parisian spectacle and commodity culture (Manet, Cassatt, Degas, Toulouse-Lautrec) as well as French landscapes (Monet, Van Gogh, Pissarro). Special topics include artists' relationships to novelists (Zola), poets, and the avant garde theatre as well as the construction of the artist and courtesan in Puccini's "La Boheme" and Verdi's "La Traviata." Images include postcards, playbills, medical photographs, and posters. Organizing our historical units is the theme of power and vision, with attention to the female gaze, voyeurism, surveillance, and scopophilia.

ART H 365 U.S. Art from FDR to Reagan (also AM ST 355) (IV)

Fall. 4 credits. Prerequisite: each student must enroll in a section. J. E. Bernstock.

This course covers major artists and movements in the U.S. starting with the Depression era through the late 1980's. A few of the developments on which the course focuses are: Abstract Expressionism, Pop Art, Earth Art, and Feminist Art. Much attention is devoted to the critical reception that the artists received.

ART H 366 Contemporary Art and Technology (IV)

Fall. 4 credits. M. Fernandez.

In this course students will examine the role of mechanical, electronic, and digital technologies in the arts of the late 20th and 21st centuries with emphasis on Europe and North America. Beginning with kinetic art and the cybernetically inspired work of the late sixties, we will explore early uses of computer technology, including early work in synthetic video in the 1970s. An overview of pre-Internet telematic experiments will lead to an investigation of net art. The ongoing development of behavioral art forms including interactive art and interactive installation will be a central theme. Critical evaluation of various attitudes concerning technology will be encouraged.

ART H 367 Conceptual Art (IV)

Spring. 4 credits. M. Fernandez.

This lecture course examines the histories, theories, and social contexts of the Conceptual Art movement with emphasis on Europe and the American continents (North, South, and Central America). Artists studied include Joseph Kosuth, Adrian Piper, Helio Oiticica, Lygia Clark, Art and Language, Dan Graham, Martha Rosler, and Hans Haacke.

ART H 370 Visual Culture and Social Theory (also GOVT 375 and COM L 368) (III or IV)

Spring. 4 credits. S. Buck-Morss.

For description, see GOVT 375.

ART H 371 Architectural History of Washington, D.C. # (IV)

Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects. P. Scott.

A historical and critical survey of the architecture of Washington. Attention is given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architectural analysis and criticism is taught. Field trips required.

ART H 377 African American Art (also AS&RC 304) (IV)

Spring. 3 credits. S. Hassan.

For description, see AS&RC 304.

[ART H 378 Art in African Culture and Society (also AS&RC 310) @ (IV)

Fall. 3 credits. Not offered 2002–2003.

S. Hassan.

For description, see AS&RC 310.]

ART H 380 Introduction to the Arts of China (also ARKEO 380 and ASIAN 383) @ # (IV)

Spring. 4 credits. A. Pan.

This course offers a survey of the art and culture of China, from the Neolithic period to the twentieth century. We begin with an inquiry into the meaning of national boundaries and the controversy of the Han Chinese people, which helps us identify the scope of Chinese culture. Pre-dynastic (or prehistoric) Chinese culture is presented through both legends about the origins of the Chinese, and scientifically excavated artifacts. Art of the dynastic and modern periods is presented in light of contemporaneous social, political, geographical, philosophical and religious contexts. Students work directly with objects in the Herbert F. Johnson Museum of Art.

ART H 384 Introduction to the Arts of Japan @ # (IV)

Fall. 4 credits. A. Pan.

As an island nation east of the Asian continent, Japan developed a unique culture that reflects both continental and indigenous characteristics. This course examines pre-and post-contact with continental culture and the process of artistic acculturation and assimilation in successive periods of Japanese art history.

[ART H 385 Representation and Meaning in Chinese Painting (also ASIAN 384) @ # (IV)

4 credits. Not offered 2002–2003. A. Pan.

Using major monuments of art, this course introduces various genres of Chinese painting through socio-political and religious history. The focus is on understanding the aesthetic criteria, artistic movements, stylistic transformations, and agendas of different social classes. Weekly sections will meet at the Herbert F. Johnson Museum so that students can gain first-hand experience examining and handling Chinese paintings.]

ART H 395 The House and the World: Architecture of Asia (also ASIAN 394) @ # (IV)

Spring. 4 credits. K. McGowan.

In many Asian societies, houses are regarded as having a life force or a vitality of their own. This course examines the role of the house as a living organism in Asia, a symbol of the cosmos encapsulated. Houses also function in many societies as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. This accumulation of energy can be conferred on the inhabitants, or it may exist as a quiet reservoir of power, distinct from its occupants. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines are examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbolologies, students are provided with powerful tools for examining the visual skills and sensibilities of other cultures. "The House and the World" serves as the metaphor for these discoveries.

[ART H 396 The Arts of Southeast Asia @ # (IV)

4 credits. Not offered 2002–2003.

K. McGowan.

The arts of Southeast Asia are studied in their social context, since art plays a role in most of the salient occasions in life in traditional societies. Special emphasis is devoted to developments in Indonesia, Thailand, and Cambodia. Among topics covered are the shadow puppet theater of Java, textiles, architecture, sculpture, and Bali's performance tradition.]

Seminars

Courses at the 400 and 500 level are open to juniors and seniors, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the instructor is required*. Students may repeat courses that cover a different topic each semester.

ART H 400 Proseminar for Art History Majors: The History and Practice of Art History (IV)

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited.

K. McGowan.

Works of art have always engendered political, social, and cultural meanings. This seminar presents an introduction to the methods which art historians have engaged in studying the objects and ideas which constitute the historiography of their discipline. Challenged and enlarged by cultural debates over issues of class, ethnicity, nationality, sexual orientation, and gender, the field of art history is expanding to incorporate problems of assessing quality of intention and reception along with authorship, of artistic production in place of artistic creation, and of Western-oriented attitudes to race in reference to orientalism and colonialism. Readings focus on historically situating methods used to situate art historically, and on the implications of their cross-cultural application. Papers encourage students to put methods into practice, realizing in the process that subject matter is not an isolated choice to which methods are applied, but something which profoundly affects the approach which the researcher brings to the writing of art history.

[ART H 400 Proseminar

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited. Not offered 2002–2003. K. McGowan.

Works of art have always engendered political, social, and cultural meanings. This seminar presents an introduction to the methods which art historians have engaged in studying the objects and ideas which constitute the historiography of their discipline. Challenged and enlarged by cultural debates over issues of class, ethnicity, nationality, sexual orientation, and gender, the field of art history is expanding to incorporate problems of assessing quality of intention and reception along with authorship, of artistic production in place of artistic creation, and of Western-oriented attitudes to race in reference to orientalism and colonialism. Readings focus on historically situation methods and implications of their cross-cultural application. Papers encourage students to put methods into practice, realizing in the process that subject matter is not an isolated choice to which methods are applied, but something which profoundly affects the approach which the researcher brings to the writing of art history.]

ART H 401 Independent Study

Fall or spring. 2–4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 402 Independent Study

Fall or spring. 2–4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 403 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 403 and 603) (IV)

Spring. 4 credits. R. Schneider.
For description, see THETR 403.

ART H 407 The Museum and the Object (IV)

Fall. 4 credits. Prerequisite: permission of instructor. All classes meet in the Johnson Art Museum Study Gallery. A. Pan.
This seminar focuses on museum careers and offers advanced students in ART History the opportunity to work directly with objects. Weekly meetings at the Herbert F. Johnson Museum enable students to study aspects of curatorial, administrative, outreach, and public programs, as well as issues related to collecting, the politics of display, and the ever-changing role of art museums in modern society. Through weekly readings and discussion, participants will formulate ideas and conduct a research project of a (or a group of) museum object(s) for final class presentation.

ART H 423 Ceramics (also CLASS 423 and ARKEO 423) # (IV)

Spring. 4 credits. A. Ramage.
Bronze Age, Greek, and Roman pottery specimens from Near-Eastern and Mediterranean sites are studied to provide direct experience of one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, concern ancient ceramic materials or particular types and periods of ceramics. Practical experience in making and decorating pottery is encouraged.

[ART H 424 Sardis and the Cities of Asia Minor (also ARKEO 432 and CLASS 432) # (IV)]

4 credits. Not offered 2002–2003.
A. Ramage.]

[ART H 425 Seminar on the Bronze Age Architecture of Asia Minor (also CLASS 430 and ARKEO 425) # (IV)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
P. I. Kuniholm.

For description, see ARKEO 425.]

[ART H 427 Seminar on Roman Art and Archaeology (also CLASS 435 and ARKEO 435) # (IV)]

Spring. 4 credits. Not open to freshmen or sophomores without permission of instructor. Not offered 2002–2003.
A. Ramage.

Topic: The Afterlife of Roman and Classical Art.]

[ART H 430 America in the Camera's Eye (also HIST 430 and AM ST 430.2) (III or IV)]

Fall. 4 credits. Not offered 2002–2003.
R. L. Moore.
For description, see HIST 430.]

[ART H 434 The Rise of Classical Greece (also ARKEO 434 and CLASS 434) # (IV)]

Spring. 4 credits. Recommended: CLASS 220 or ART H 220, CLASS 221 or ART H 221, or permission of instructor. Not offered 2002–2003. P. I. Kuniholm.
For description, see ARKEO 434.]

ART H 446 European Art in the Age of Exploration, 1492–1700 # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. S. Benson.

Between the 15th and 18th centuries, Europeans were engaged in exploring the world both physically and intellectually. From voyages to Asia and the Americas to Galileo's first observation of the moon through a telescope, Europeans encountered lands, peoples, and natural phenomena that they had never seen before. Central to these enterprises were the visual arts, through which new ideas and information were spread. Images and objects that this course will examine include optical devices like telescopes and microscopes, scientific images, maps, trade goods, and illustrated travel books. We will consider the connections among the visual arts, global exploration, and scientific revolution, focusing on the cross-cultural nature of the arts in this period. Rather than merely assuming the Europeans to be colonizers of nature and of other cultures, we will see what the arts can show us of how European thought was also influenced and transformed by these encounters.

[ART H 447 Aesthetic Theory: End of Art (also GERST 656 and COM L 656)]

Fall. 4 credits. Permission of instructor. Not offered 2002–2003. P. Gilgen.
For description, see GERST 656.]

[ART H 448 Studies in Sixteenth-Century European Art # (IV)]

4 credits. Not offered 2002–2003.
C. Lazzaro.
Topic: Constructing the Self in the Sixteenth Century. This seminar examines portraits, self-portraits, autobiographies, and biographies, as well as treatises on etiquette and behavior. In this society, "civility," the mark of class and education, was conveyed through bearing, gesture, manners, and speech, as well as social organization and artistic interests, all of which are evident in both visual and verbal representations of individuals.]

[ART H 450 Women in Italian Renaissance Art (also WOMNS 451) # (IV)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
C. Lazzaro.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It investigates the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We are concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs as ideology.]

[ART H 451 Prints of the Fifteenth through the Seventeenth Century # (IV)]

4 credits. Prerequisite: permission of instructor. Not offered 2002–2003.
C. Lazzaro.

This seminar has several aims: to introduce students to prints—the techniques, styles, and issues of connoisseurship—and to the major printmakers of the period, including Marcantonio Raimondi, Dürer, and Rembrandt; to give students first-hand experience with works of art in the Herbert F. Johnson Museum; and to consider the social and cultural issues raised in the medium of prints and through their unique visual language. These issues include the social hierarchies of class and gender (including witches), moral concerns and religious devotion, the construction and transmission of notions of antiquity and classicism, and the representation of the urban and rural environment. Students give brief presentations on prints in the collection and longer ones of their own research projects on these and related topics.]

ART H 452 The Printed Image: the World on Paper # (IV)

Fall. 4 credits. Prerequisite: not open to freshman or sophomores without permission of instructor. S. Benson.
The printing of images was a new artistic medium for Renaissance Europe, and this course traces the stylistic and technical development of prints, their uses, and their effects on other aspects of life in early modern Europe. Topics include printing and the changing status of the artist, the new availability of private devotional images, erotic art, and the virtual collecting of antiquities and natural curiosities. Both in class and in individual projects, students have the opportunity to engage directly with printed images and books in the Herbert F. Johnson Museum and Rare Book collection of the Kroch library.

ART H 461 Art and Social Histories (also AM ST 463) (IV)

Spring. 4 credits. Prerequisite: permission of instructor. L. Meixner.
Topic for spring 2003: American Art and the Machine. This seminar examines early modernism in America with a particular emphasis on the machine and mechanical reproduction. We define "machine" in the broadest sense to mean the artist, the city, the camera, and its consumer byproducts including pictorial monthlies such as *Life*, advertisements, and comics. We also consider film, with views toward urban surveillance and the mechanized laboring body. Key artists include the Urban Realists, cartoonists at *The Masses*, Stieglitz, Steichen, Riis, Hine, and the Precisionists.

[ART H 462 Topics in Early Modernism (IV)]

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. Not offered 2002–2003. L. L. Meixner.
Early Modernism in America. Using the Armory Show (1913) as its center, this interdisciplinary seminar examines the varied expressions of American modernism prior to World War II. Against the backdrop of post-World War I social politics and the Jazz Age, we examine: the machine aesthetic and kinetic poetry, icons such as the Brooklyn Bridge, O'Keefe, Stieglitz, and the rise of photography at "291," American Dada, the Harlem Renaissance, and the introduction of homoerotic imagery. Aside from major artists, key figures include Gertrude Stein, Dos Passos, Hart Crane, and Ernest Hemingway.]

ART H 463 Studies in Modern Art (IV)

Fall. 4 credits. Prerequisite: not open to freshman or sophomores without permission of Instructor. Auditing is not permitted. J. E. Bernstock.

Topic for fall 2002: An Analysis of Abstract Art in Europe (1910–1920). Various reasons have been cited for the emergence of abstract art in Europe between 1910 and 1920. This seminar considers the historical context, the philosophical literature, and the developments in art criticism that had a bearing on the evolution of abstract art in the Netherlands, Germany, and Russia.

ART H 464 Studies in Modern Art (IV)

Spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted. J. E. Bernstock.

Topic for spring 2003: American Art of the Fifties. This class examines closely art that emerged in the United States as a reaction against the emphasis on consensus culture. Civil rights protests, the birth of rock 'n' roll, and the beat generation are some of the phenomena considered as essential to the development of avant-garde art during this period.

ART H 466 Women Artists (also WOMNS 404) (IV)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. J. E. Bernstock.

This seminar studies the work of women artists from antiquity to the present. We consider the works of the most prominent women artists from each period in relation to the changing roles of women in society. The artists covered include Jennifer Bartlett, Artemisia Gentileschi, Elizabeth Vigée-Lebrun, Mary Cassatt, Käthe Kollwitz, Georgia O'Keeffe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger. Different critical approaches to feminist art are discussed.]

ART H 476 Seminar in American Art (IV)

4 credits. Not offered 2002–2003. L. L. Meixner.]

ART H 478 African Cinema (also AS&RC 435 and S HUM 435) @ (IV)

Fall. 4 credits. S. Hassan.

For description, see AS&RC 435.

ART H 481 Art of the Tang Dynasty (618–907) (also ASIAN 479) @ # (IV)

Spring. 4 credits. Prerequisite: ART H 383 or a course in Chinese history or Chinese literature and permission of instructor required. Not offered 2002–2003. A. Pan.

This seminar explores art and culture of the Tang dynasty, China's "golden age," by focusing on new discoveries and museum objects representing court, secular, and Buddhist art. We examine how imperial taste, patronage, and aesthetics influenced painting, calligraphy, gold and silver wares, ceramics, and important architectural and cave-temple sites.]

ART H 483 Arts of the Song Dynasty, with Focus on Tea Cultures in East Asia # @ (IV)

Spring. 4 credits. Prerequisite: permission of instructor. A. Pan.

Topic for spring 2003 is Tea Ceremony and its diaspora. This seminar focuses on the cultural phenomena of tea cultures in East Asia, namely China, Korea, and Japan. Social, economic, and aesthetic concerns pertaining to tea cultures will be addressed in our

weekly discussion. As part of the Freeman Foundation Asian Artist in Residence Program, this seminar will incorporate the expertise of the renowned Taiwanese potter Ah Leon in our regular class meetings. Additional guest lectures will be arranged to provide students the opportunity to work with scholars specializing in various aspects of tea culture in the three Asian countries.

ART H 490 Art and Collecting: East and West (also ASIAN 491) @ # (IV)

Spring. 4 credits. Not offered 2002–2003. K. McGowan.

This course examines the social life of things, focusing in particular on the collection as an organizing metaphor for cross-cultural exploration. By examining biographies of objects, and the extent of their influence, it is possible to observe the transformation of gifts or heirlooms into commodities and vice versa as constellations of cultures appropriate objects and ideas across vast distances, East and West. India, Europe, China, America, Japan, and Mainland and Island Southeast Asia are examined at different points historically where dynamic convergences occur in the traffic of culture.]

ART H 520 Seminar in Classical Archaeology (also CLASS 630 and ARKEO 520)

Spring. 4 credits. Prerequisite: permission of instructor. P. Kuniholm.

For description, see ARKEO 520.

ART H 531 Leon Battista Alberti: 1404–1472

Spring. 4 credits. Prerequisite: not open to freshman or sophomores without permission of instructor. P. Morrin.

This seminar explores selected aspects of the literary and built works of Leon Battista Alberti. Alberti's work reverberates with the voices of other texts and edifices. This class investigates the work of Alberti in relation to these literary and architectural precedents. The seminar combines weekly lectures on selected themes with student individual research studies. Themes include the construction of architectural identity, the Renaissance quest for fame, aesthetic theory and its origins in classical rhetoric, the literary origins of artistic method, society and space. Students will become familiar with all of Alberti's works, both built and written.

ART H 540 Seminar in Renaissance Art

4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. C. Lazzaro.

Topic: Nature, Cultural Landscape, and Gardens in Early Modern Italy. This seminar examines cultural understandings of nature, the paired concepts of nature and culture, and the representations of nature in gardens. We consider the "second nature"—human interventions in the natural world, and the resulting "cultural landscape"—in both the actuality and painted representations of the countryside. The cultural significance of plants and plant foods and of animals, the revived literary genre of the pastoral, and collections of nature are all examined. Reflecting on the flourishing gardens from the sixteenth century we discuss how these cultural concepts of nature are manifested in garden design, planting and ornamentation.]

[ART H 549 Problems in Interpretation in Italian Renaissance Art

4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. C. Lazzaro.

This seminar examines assumptions about meaning and how meaning is produced in Renaissance art. Various interpretative strategies are examined, among them iconographic, semiotic, feminist, and psychoanalytic, within a specifically Renaissance literary, intellectual, and social context. Texts by Panofsky and critical discussions of them, Baxandall, Bryson, and others are read and discussed with reference to particular works of art. The seminar is intended primarily for graduate students in all areas of the history of art and those in other disciplines with an interest in the Italian Renaissance. Senior History of Art majors with background in the Italian Renaissance are also welcome.]

ART H 570 Theory Seminar II: Representation

Fall. 4 credits. Prerequisite: graduate students only. M. Fernandez.

This seminar examines select bodies of theory influential to scholars' and artists' understanding of visual representation during the last forty years. The goal of the course is to familiarize students with diverse theoretical approaches and to critically evaluate the assumption that the advent of new media precipitated the end of representation. Aspects of semiotics, deconstruction, feminism, queer theory, cybertheory, and phenomenology will be included.

[ART H 571 African Aesthetics (also AS&RC 503)

Fall. 4 credits. Not offered 2002–2003. S. Hassan.

For description, see AS&RC 503.]

ART H 572 Theory Seminar III: Mimesis

Spring. 4 credits. Prerequisite: graduate students only. M. Fernandez.

This seminar explores the significance of the concept of mimesis to selected aspects of contemporary art practice, including digital representations, genetic and bio-tech art, feminist art, and various forms of art activism. Relevant theoretical perspectives will be addressed.

ART H 580 Dancing the Stone: Body, Memory, and Architecture (also ASIAN 580 and THETR 580)

Spring. 4 credits. Prerequisite: permission of Instructor. K. McGowan.

This course examines the role of temples and their sculptural programs in South and Southeast Asia as creative stimuli for performative reenactments. Choreographic encounters between imagination and memory are mapped as they occur at various points historically and politically in Java, Bali, Cambodia, and India. Since architectural choreography implies the human body's inhabitation and experience of place, the nature of ritualized behavior and its relationship to performance and politics is explored spatially, both in organizing experience and defining or redefining identity on colonial, national, and diasporic margins. Bringing back the haptic sense (i.e. of feeling and doing at the same time) students have the unique opportunity to balance the demands of learning a Javanese traditional dance and/or its musical accompaniment, taught by visiting artists Linangkung Nurwijayanti and Raharja, while exploring performance traditions in historical perspective.

ART H 591-592 Supervised Reading

591, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

ART H 600 Honors Work

Fall or spring. 8 credits. Intended for senior art history majors who have been admitted to the honors program.

Basic methods of art historical research are discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

ART H 601 Honors Work

Fall or spring. 8 credits. Prerequisite: ART H 600.

The student under faculty direction prepares a senior thesis.

HUMAN BIOLOGY PROGRAM

J. Haas (nutritional sciences), director, 127 Savage Hall, 255-8001; B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K. A. R. Kennedy (ecology and systematics/anthropology), D. Levitsky (nutritional sciences), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), S. Robertson (human development), R. Savin-Williams (human development), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The curriculum of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and predentistry programs, biological anthropology, nutrition, human development, ecology and evolutionary biology, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

Basic Requirements

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity

of the human species. Adjustments may be made in these requirements, depending on the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (BIO S 101-103 plus 102-104 or 105-106 or BIO S 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (CHEM 207-208 or 215-216); one year of college mathematics (MATH 111-112 or 105-106 or 111-105); one course in genetics (BIO S 281 or 282); one course in biochemistry (BIO S 330, 331, 332, or 333 or NS 320). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

Courses**Human Anatomy and Physiology**

BIO AP 214 Biological Basis of Sex Differences (also B&SOC 214 and WOMNS 214)
Fall. 3 credits.

BIO AP 311 Introductory Animal Physiology, Lectures (also VET BMS 346)
Fall. 4 credits.

BIO AP 319 Animal Physiology Experimentation
Fall. 4 credits.

BIO AP 458 Mammalian Physiology
Spring. 3 credits.

BIO BM 434 Application of Molecular Biology to Medicine, Agriculture, and Industry
Fall. 3 credits.

BIO BM 439 Molecular Basis of Human Disease
Fall. 2 credits.

BIO EE 274 The Vertebrates: Structure, Function, and Evolution
Spring. 4 credits.

BIO EE 474 Laboratory and Field Methods in Human Biology (also ANTHR 474)
Spring. 5 credits.

BIO MI 431 Medical Parasitology (also VETMI 431)
Fall. 2 credits.

NS 115 Nutrition and Health: Concepts and Controversies
Fall. 3 credits.

NS 222 Maternal and Child Nutrition
Fall. 3 credits.

NS 262 Nutrients and Cells
Spring. 3 credits.

NS 315 Obesity and the Regulation of Body Weight
Fall. 3 credits.

NS 331 Physiological and Biochemical Bases of Human Nutrition
Spring. 4 credits.

NS 341 Human Anatomy and Physiology
Spring. 4 credits.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)
Fall. 3 credits.

NS 421 Nutrition and Exercise
Spring. 3 credits.

NS 431 Mineral Nutrition and Chronic Disease
Fall. 3 credits.

NS 441 Nutrition and Disease
Fall. 4 credits.

NS 475 Molecular Nutrition and Development
Spring. 3 credits.

PSYCH 322 Hormones and Behavior (also BIONB 322)
Fall. 3 or 4 credits.

PSYCH 425 Cognitive Neuroscience
Fall. 3 or 4 credits.

PSYCH 460 Human Neuroanatomy (also BIONB 420)
Spring. 3 or 4 credits.

Human Behavior

ANTHR 390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 490 Topics on Primates and Evolution: The Evolution of Language
Spring. 4 credits.

B&SOC 301 Biology and Society I: The Social Construction of Life (also S&TS 401)
Fall. 4 credits.

BIO NB 392 Drugs and the Brain
Spring. 4 credits.

BIO NB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431)
Fall. 3 or 4 credits.

BIO NB 422 Modeling Behavioral Evolution
Spring. 4 credits.

BIO NB 427 Animal Social Behavior
Spring. 4 credits.

DEA 325 Human Factors: Ergonomics—Anthropometrics
Fall. 3 credits.

HD 266 Emotional Functions of the Brain
Fall. 3 credits.

HD 344 Infant Behavior and Development
Fall. 3 credits.

HD 366 Psychobiology of Temperament and Personality
Spring. 3 credits.

PAM 380 Human Sexuality
Spring. 3 credits.

NS 245 Social Science Perspectives on Food and Nutrition
Fall. 3 credits.

NS 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347 and B&SOC 347)
Spring. 3 credits.

NS 361 Biology of Normal and Abnormal Behavior
Fall. 3 credits.

PSYCH 223 Introduction to Biopsychology
Fall. 3 credits.

PSYCH 326 Evolution of Human Behavior
Spring. 4 credits.

PSYCH 422 Developmental Biopsychology
Fall. 4 credits.

PSYCH 425 Cognitive Neuroscience
Fall. 3 or 4 credits.

Human Evolution and Ecology

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind
Fall. 3 credits.

ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203)
Spring. 3 credits.

ANTHR 375 Evolutionary Theory and Human Behavior
Spring. 4 credits.

ANTHR 390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 490 Topics on Primates and Evolution: Evolutionary Medicine
Spring. 4 credits.

BIO EE 261 Ecology and the Environment
Fall or summer. 4 credits.

BIO EE 275 Human Biology and Evolution (also ANTHR 275 and NS 275)
Fall. 3 credits.

BIO EE 278 Evolutionary Biology
Fall or spring. 3 or 4 credits.

BIO EE 371 Human Paleontology (also ANTHR 371)
Fall. 4 credits.

BIO EE 464 Macroevolution
Spring. 4 credits.

BIO EE 469 Food, Agriculture, and Society (also B&SOC 469 and S&TS 469)
Spring. 3 credits.

BIO EE 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)
Fall. 3 credits.

BIO G 207 Evolution (also HIST 287, and S&TS 287)
Fall or summer. 3 credits.

BIO GD 481 Population Genetics
Fall. 4 credits.

BIO GD 482 Human Genetics and Society
Fall. 4 credits.

BIO GD 484 Molecular Evolution
Spring. 3 credits.

B&SOC 447 Seminar in the History of Biology (also HIST 415)
Fall. 4 credits.

NS 306 Nutritional Problems of Developing Nations
Fall. 3 credits.

NS 450 Public Health Nutrition
Spring. 3 credits.

NS 451 Epidemiology and Health of Human Communities
Fall. 3 credits.

NS 452 Molecular Epidemiology and Dietary Markers of Chronic Disease
Spring. 3 credits.

PAM 303 Ecology and Epidemiology of Health
Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior
Spring. 4 credits.

R SOC 201 Population Dynamics (also SOC 202)
Spring. 3 credits.

VET MI 431 Medical Parasitology (also BIO MI 417)
Fall. 2 credits.

VTPMD 664 Introduction to Epidemiology (enroll in VET CS 664)
Fall. 3 credits.

HUNGARIAN

See Departments of Linguistics and Russian.

INDEPENDENT MAJOR PROGRAM

L. Abel, director, 172 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

IM 351 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of the program office.

IM 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

INDONESIAN

See Department of Asian Studies.

INEQUALITY CONCENTRATION

Office: 363 Uris Hall URL:

<http://www.inequality.cornell.edu>

Telephone: 254-8674

The study of inequality lies at the heart of current debates about welfare reform, affirmative action, the "glass ceiling," globalization, and any number of other contemporary policy issues. In recent years, public and scholarly interest in issues of inequality has intensified, not merely because of historic increases in income inequality in the United States and other advanced industrial countries, but also because inequalities of race, ethnicity, and gender are evolving in equally dramatic and complicated ways.

The Inequality Concentration allows undergraduate students to supplement their studies for their major with a coherent program of courses oriented toward the study of inequality. Although Cornell University is a leading center of scholarship on poverty and inequality, this strength is necessarily distributed across many departments and colleges; and an interdisciplinary concentration thus allows students to combine these resources into an integrated program of study. The institutional home for the Inequality Concentration is the Center for the Study of Inequality (located at 363 Uris Hall and at www.inequality.cornell.edu).

The Inequality Concentration is appropriate for students interested in government service, policy work, and related jobs in non-governmental organizations (NGOs) as well as students who wish to pursue post-graduate education in such fields as public policy, economics, government, law, history,

psychology, sociology, anthropology, literature, and philosophy. In many of these fields, the study of inequality is becoming increasingly central and fundamental, and the Inequality Concentration can therefore provide students with a valuable and unique foundation for further study.

The Inequality Concentration is not a major, but rather is an interdisciplinary program that should be completed in conjunction with a major. The Concentration is open to students enrolled in any of the seven Cornell undergraduate colleges. If the requirements of the Concentration are met, a special notation to this effect will be recorded on the transcript.

Concentration Requirements

The Inequality Concentration exposes students to the breadth of approaches, methods, and topic areas on offer while also allowing them to tailor a program to their particular interests. The requirements are as follows:

A. Overview Course

The required overview course may be selected from any of the eight courses listed below. When possible, the overview course should be completed early in the program, as it serves to define the field and to expose students to areas and topics that might be explored in future coursework.

- Income Distribution (ILRLE 441)
- Inequality, Diversity, and Justice (PHIL 193, CRP 293, GOVT 293, and SOC 293)
- Power and Poverty in America (GOVT 310)
- Social Inequality (SOC 208 and R SOC 209)
- Comparative Social Stratification (R SOC 370 and SOC 371)
- Social Inequality: Contemporary Theories, Debates, and Models (SOC 518)
- Introduction to Social Inequality (SOC 108)
- Inequality and Social Science (SOC 221)

B. Controversies About Inequality

(SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, R SOC 222, and GOVT 222)

This seminar (taken for 1–3 credits) introduces students to other concentrators and to faculty at Cornell University carrying out relevant research. In weekly meetings, students are exposed to research on inequality underway at Cornell, and they also participate in debates staged between faculty who take opposing positions on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action). Because it introduces concentrators to potential advisers and lines of study, this course is best taken early in the program.

C. Electives

In addition to the overview course and seminar, students must select four electives from the list of qualified courses. This list is available from Jessica Henning (363 Uris Hall) or can be viewed on the website for the Center for the Study of Inequality, see www.inequality.cornell.edu. Although students may tailor their programs to match their interests, the electives and overview course must be distributed across at least three

departments (thereby ensuring breadth in the analytic approaches that are represented).

D. Lectures and Seminars

The Center for the Study of Inequality hosts occasional lectures and symposia, and concentrators are expected to attend them when possible. These events will be announced via email and are also listed on the Center website www.inequality.com.

Enrolling in the Concentration

The website for the Center for the Study of Inequality, www.inequality.com, provides current information on the Inequality Concentration (see listing under the heading "Academic Training"). For students considering the Concentration, it may be useful to schedule a meeting with the Executive Administrator of CSI, Jessica Henning (inequality@cornell.edu). Once a decision is made to enroll, a faculty adviser should be chosen to help design a program of study that combines effectively with the major, that is intellectually coherent, and that serves future career and professional interests well.

Research and Internship Opportunities

The Center for the Study of Inequality serves as a clearinghouse for internship opportunities in the areas of poverty and inequality (see CSI website under "Finding an Internship"). Additionally, the CSI can assist students who wish to become involved in research by matching them to faculty projects of interest, and by providing small research grants for student-initiated research (see CSI website under "Student Research Grants").

Advisers

The Inequality Concentration is governed by a Director and Executive Board. Although all members of the Board (including the Director) may serve as student advisers, some members are not currently taking on new advisees. The listing of available advisors can be obtained from Jessica Henning at inequality@cornell.edu.

Director: David Grusky, Professor, Sociology; Director, Center for the Study of Inequality

Executive Board: N'Dri Assie-Lumumba, Associate Professor, Dept. of Education and Africana Studies; Kaushik Basu, C. Marks Professor of International Studies and Professor, Dept. of Economics; David Dunning, Professor, Dept. of Psychology; Gary Fields, Professor, School of Industrial and Labor Relations; Maria Cristina Garcia, Director, Latino Studies Program and Associate Professor, Dept. of History; Davydd Greenwood, Goldwin Smith Professor of Anthropology and Director, Institute for European Studies; Douglas Gurak, Director, Population and Development Program and Professor, Rural Sociology; Michael Jones-Correa, Associate Professor, Dept. of Government; Ravi Kanbur, T.H. Lee Professor of World Affairs, Dept. of Applied Economics and Management; Mary Katzenstein, Professor, Dept. of Government; Richard Miller, Professor, Dept. of Philosophy; Satya Mohanty, Professor, Dept. of English; Elizabeth Peters, Professor and Director of Graduate Studies, Dept. of Policy Analysis and Management; Jonas Pontusson, Professor, Dept. of Government; Szonja Szelényi, Associate Professor, Sociology.

Sample Programs

The Inequality Concentration allows students considerable flexibility in devising programs that reflect their interests. As examples of possible programs, we have listed below ten sample tracks, each comprising a different set of possible electives. The first program listed below is a general track that provides an overview of the field, while the remaining nine programs are more specialized and focus on particular issues within the field. This sampling of programs is obviously illustrative and does not cover the entire wide range of interests that may be addressed within the Concentration. It is important for students and advisers to work together to formulate an individualized program of study that may draw only partially, if at all, from the programs listed below.

General Track

The objective of the general track is to provide a broad foundation that addresses both the many forms of inequality (e.g., class, gender, ethnic) as well as the various approaches and perspectives (e.g., economic, sociological, historical) that have been brought to bear on these forms. The sample schedule outlined below is just one of many possible programs that meets this generalist objective.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives:

Economics of Hunger and Malnutrition (ECON 474 and NS 457)

Race, Power, and Privilege in the United States (AS&RC 280)

Gender Inequality (SOC 316)

Social Welfare as a Social Institution (PAM 383)

Globalization and Inequality

As a global economy takes hold, there has been increasing concern that economic inequalities will grow apace, especially North-South inequalities between rich and poor countries. The countervailing "optimistic view" is that between-country disparities will in the long run wither away and render inequality an entirely internal, within-country affair. These and related lines of argumentation can be explored in courses that address such topics as trends in income inequality, theories of economic development, emerging patterns of international migration, and globalization and gender.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

International Development (R SOC 205 and SOC 206)

Economic Development (ECON 371)

Labor Markets and Income Distribution in Developing Countries (ILRIC 635)

Globalization and Inequality (SOC 320)

Indigenous Peoples and Globalization (R SOC 325)

Comparative Ethnic Stratification: Demographic Perspectives (R SOC 431 and R SOC 631)

Global Perspectives on Gender (AS&RC 362)

Sex and Gender in Cross-Cultural Perspective (ANTHR 321/621 and WOMNS 321/631)

Human Migration: Internal and International (R SOC 430)

Gender and International Development (WOMNS 614 and CRP 614)

Politics of Transnationalism (GOVT 681)

Social Policy and Inequality

In the modern period, inequalities generated in the market and through other social institutions are typically regarded as excessive, and the state is seen as the main tool for redistribution, discrimination abatement, equalization of life chances, and related forms of amelioration. The social policy and inequality track explores the role of the state in generating and reducing inequalities of various kinds.

I. Overview Course (choose any one)

II. Controversies About Inequality (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

Organizations and Social Inequality (SOC 322 and ILROB 626)

The Sociology of Markets (SOC 217)

Sociology of Markets (ILROB 622 and SOC 622)

Economic Security (ILRLE 340 and ECON 451)

Employment Discrimination and the Law (ILRCB 684)

Human Resource Economics and Public Policy (ILRHR 360)

Employee Relations and Diversity (ILRHR 463)

Social Welfare as a Social Institution (PAM 383)

Applied Public Finance (PAM 204)

Introduction to Policy Analysis (PAM 230)

Critical Perspectives (PAM 240)

Introduction to Policy Management (PAM 320)

Intermediate Policy Analysis (PAM 330)

Demography and Family Policy (PAM 371)

Social Policy (SOC 326 and SOC 526)

Social Policy (PAM 473)

Social Policy and Social Welfare (CRP 448 and CRP 548)

Policy Analysis: Welfare Theory, Agriculture, and Trade (ECON 430 and AEM 630)

Economic Analysis of the Welfare State (ILRLE 642 and ECON 460)

Families and Social Policy (HD 456)

Health and Social Behavior (HD 457 and SOC 457)

Public Policy and the African-American Urban Community (AS&RC 420)

Seminar: Beliefs, Attitudes, and Ideologies (PSYCH 489 and WOMNS 488)

Feminist Jurisprudence (LAW 646)

Political Economy of Education (EDUC 378)

Research on Education Reform and Human Resource Policy (ILRHR 653)

The Ethics of Inequality

Charges of social injustice are often charges of excessive inequality. What are the political, philosophical, and legal debates that are relevant to such judgements? Under what conditions should rich countries assist poor ones? At what point should governments step in and redistribute income? When should parents pass on their wealth to their children? The ethics of inequality track examines the conditions under which inequalities might be deemed legitimate or illegitimate, evaluates prevailing inequalities and social policy as against this yardstick, and explores the larger role of values in popular and scholarly judgements about inequality.

I. Overview Course: Inequality, Diversity, and Justice (PHIL 193, SOC 293, CRP 293, and GOVT 293)

II. Controversies About Inequality (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives:

A. Ethics Courses (choose two)

Values in Law, Economics, and Industrial Relations (ILRCB 607)

Appropriation and Alienation (PHIL 142)

Global Thinking (PHIL 194 and GOVT 294)

Modern Political Philosophy (PHIL 346 and GOVT 462)

Contemporary Political Philosophy (PHIL 447 and GOVT 465)

International Justice (PHIL 448 and GOVT 492)

Feminism and Philosophy (PHIL 249 and WOMNS 249)

Marx (PHIL 219)

Marx: An Overview of His Thought (ANTHR 368)

B. Social Science Classes (choose two)

Select courses in consultation with adviser (see list of electives below).

Literature, Postmodernism, and Inequality

This program juxtaposes literary and social scientific approaches to the understanding of inequality. Although considerations of power and inequality have long been fundamental to social scientific analysis and are increasingly central to literary analysis, these two traditions of scholarly inquiry have not always adequately informed one another. This program of study allows students to combine these two traditions in potentially creative ways.

I. Overview Course (choose any one)

II. Controversies About Inequality (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives:

A. Literature Classes (choose two)

Introduction to Cultural Studies (ENGL 209)

Poetry and Poetics of Difference (COM L 225 and ENGL 225)

Rewriting the Classics: Stories of Travels and Encounters (ENGL 235)

Twentieth Century Women Novelists (ENGL 251, WOMNS 251, and AM ST 252)

Politics and Culture in the 1960s (ENGL 268 and AM ST 268)

Shakespeare: Gender and Power (ENGL 327 and WOMNS 327)

Introduction to Global Women's Literature (ENGL 396 and WOMNS 396)

Global Women's Literature (ENGL 476 and WOMNS 476)

Literatures of the Archipelagoes: Caribbean and Pacific "tidalectics" (ENGL 490)

Europe and Its Others: An Introduction to the Literature of Colonialism (COM L 304)

Feminist Theory/Lesbian Theory (WOMNS 465, COM L 465, and GERST 465)

Virtual Orientalisms (ASIAN 415, S HUM 415, and COM L 418)

Language, Religion, and Politics in Modern South Asia (ASIAN 431)

Internationalism, Nationalism, and Modern Japanese Discursive Space (ASIAN 483)

Political Theory and Cinema (GERST 330, COM L 330, GOVT 370, and THETR 329)

Reading Freud: Gender, Race, and Psychoanalysis (GERST 447, COM L 447, WOMNS 447)

Minority Literature in the Federal Republic (GERST 392)

The Afro-Europeans (GERST 403)

Women Around Freud (GERST 413, COM L 412, and WOMNS 413)

Marx, Nietzsche, Freud (GERST 415, COM L 425, and GOVT 473)

The Cultural Theory of the Frankfurt School (GERST 495, COM L 495, and GOVT 471)

Gender and Society in the Muslim Middle East (NES 281, RELST 281, and WOMNS 212)

May '68 and its Consequences (FRLIT 326)

Contemporary Narratives by Latina Writers (SPANL 246, LSP 246, and WOMNS 246)

Hispanic Caribbean Culture and Literature (SPANL 346)

B. Social Science Classes (choose two)

Select courses in consultation with adviser (see list of electives below).

Poverty and Economic Development

Over the last century, rich countries have of course become yet richer, while less developed countries remain burdened with massive poverty. The courses listed below examine the sources and causes of world poverty, the rise of global anti-inequality social movements, and the types of policy interventions that might stimulate economic development and reduce poverty.

I. Overview Course (choose any one)

II. Controversies About Inequality (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

Economic Development (ECON 371)

Population and Development (R SOC 438 and SOC 437)

International Justice (PHIL 448 and GOVT 492)

Economics of Development (ECON 466 and AEM 666)

Land Reform Old and New (R SOC 643)

Issues in African Development (CRP 477 and CRP 677)

Labor Markets and Income Distribution in Developing Countries (ILRIC 635)

Global Perspectives on Gender (AS&RC 362)

Population, Environment, and Development in Sub-Saharan Africa (R SOC 495)

Gender and International Development (WOMNS 614 and CRP 614)

Politics of Transnationalism (GOVT 681)

Economics of Malnutrition and Hunger (NS 457 and ECON 474)

Social Movements and Inequality

The history of modern society may be seen in large part as a history of anti-inequality social movements (e.g., the Enlightenment, socialism, the union movement, the civil rights movement, feminism) interspersed with occasional inequality-inducing reactions (e.g., the post-socialist transition). The social movements track examines the causes, effects, and likely future of such social movements and the reactions they spawn.

I. Overview Course (choose any one)

II. Controversies About Inequality (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

Utopia in Theory and Practice (SOC 115)

Social Movements (R SOC 311)

Social Movements in American Politics (GOVT 302 and AM ST 302)

Poor People's Movements (GOVT 456)

Group Conflict and the Nation-State (SOC 531)

Social Movements (SOC 660 and GOVT 660)

Politics of Transnationalism (GOVT 681)

Feminism Movements and the State (GOVT 353 and WOMNS 353)

Comparative Labor Movements in Latin America (ILRIC 631)

Union Organizing (ILRCB 400)

Theories of Industrial Relations Systems (ILRCB 606)

Revitalizing the Labor Movement: A Comparative Perspective (ILRIC 632)

Women and Unions (ILRCB 384 and WOMNS 384)

History of Resistance Movements in Africa and the Diaspora (AS&RC 283)

Latina Activism Feminist Theory (LSP 300)

Prisons (GOVT 314)

Education and the Reproduction of Inequality

In the contemporary period, the study of inequality has increasingly turned on the study of formal education, as schools have become the main institutional locus for training and credentialing workers and for signaling

potential employers about (putative) worker quality. The inequality and education track examines educational institutions and how they are organized, how they generate equality and inequality, and how possible institutional changes (e.g., vouchers, required testing) might affect the reproduction of inequalities.

I. Overview Course (choose any one)

II. Controversies About Inequality (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

Introduction to Education (EDUC 101)

Sociology of Education (EDUC 271)

Education, Inequality, and Development (R SOC 305)

Schooling and Society (SOC 357)

Issues in Educational Policy (EDUC 370)

Political Economy of Education (EDUC 378)

The Politics of Education (GOVT 406)

Research on Education Reform and Human Resource Policy (ILRHR 653)

Education, Technology, and Productivity (ILRHR 695)

Educational Finance (EDUC 664)

Education in Africa and the Diaspora (AS&RC 459 and EDUC 459)

Education and Development in Africa (AS&RC 502)

Race and Ethnicity in Comparative Perspective

This program of study examines the many forms of racial and ethnic inequality as revealed across different times and places. When race and ethnicity are examined from an explicitly comparative perspective, it becomes possible to identify regularities and better understand the forces of competition, conflict, and subordination among ethnic and racial groups. The courses listed below address such issues as the causes of discrimination, the implications of residential segregation for inequality, the sources of ethnic and racial differences in income, the effects of anti-inequality reform efforts (e.g., affirmative action), and the possible futures of ethnic and racial stratification.

I. Overview Course (choose any one)

II. Controversies About Inequality (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

A. General Courses

Introduction to American Studies: New Approaches to Understanding American Diversity, the Twentieth Century (AM ST 110 and LSP 110)

Race and Ethnic Relations (SOC 204)

Race, Power, and Privilege in the United States (AS&RC 280)

History and Politics of Racialisation: A Comparative Study (AS&RC 204)

Sociology of Health and Ethnic Minorities (LSP 220 and R SOC 220)

Prisons (GOVT 314)

Minority Politics in the U.S. (GOVT 319 and LSP 319)

Concepts of Race and Racism (GOVT 377)

Comparative Ethnic Stratification: Demographic Perspectives (R SOC 431 and R SOC 631)

Race, Gender, and Organization (GOVT 415 and WOMNS 415)

Employee Relations and Diversity (ILRHR 463)

Ethnicity and Identity Politics: An Anthropological Perspective (ANTHR 479)

Political Identity: Race, Ethnicity, and Nationalism (GOVT 610 and LSP 610)

B. Immigration and Ethnicity

Comparative Migration to the Americas (LSP 203, HIST 202, and AM ST 204)

Strangers and Citizens: Immigration and Labor in U.S. History (ILRCB 302)

Immigration and Ethnic Identity (SOC 438 and AAS 438)

Human Migration: Internal and International (R SOC 430)

The Immigrant City: 1900-2000 (LSP 406, S HUM 406, AM ST 406, and HIST 412)

Immigration and the American Labor Force (ILRHR 469)

Immigration and Ethnicity in Twentieth-Century U.S. (HIST 201)

Immigration and Refugee Law (LAW 731)

C. Case Studies

African-American Social and Political Thought (AS&RC 231)

African-American Women in the Twentieth Century (HIST 212, AM ST 212, and WOMNS 212)

African-American History from Slavery to Freedom (HIST 335)

The African-American Workers, 1865-1910: The Rural and Urban Experience (HIST 375 and ILRCB 385)

The African-American Workers, 1910-The Present: Race, Work, and the City (HIST 376 and ILRCB 386)

African-American Women in Slavery and Freedom (HIST 303, WOMNS 307, and AM ST 303)

Public Policy and the African-American Urban Community (AS&RC 420)

Politics and Social Change in Southern Africa (AS&RC 484)

Global Africa: Comparative Black Experience (AS&RC 501)

Afro-American Historiography (HIST 610)

African-American Women (HIST 608)

Latinos in the United States (SOC 265, R SOC 265, and LSP 201)

Introduction to U.S. Latino History, Part I (LSP 260, HIST 260, and AM ST 259)

Introduction to U.S. Latino History, Part II (LSP 261, HIST 261, and AM ST 261)

Latina Activism Feminist Theory (LSP 300)

Latino Politics in the United States (LSP 306 and GOVT 306)

Introduction to Asian American Studies (AAS 110)

Asian American History (AAS 213 and HIST 213)

Asians in the Americas: A Comparative Perspective (AAS 303 and ANTHR 303)

Introduction to American Indian Studies (AIS 100 and R SOC 100)

Indian America in the Twentieth Century (AIS 175 and R SOC 175)

Indians, Settlers, and Slaves in the Early South (AIS 329 and HIST 329)

Antisemitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (HIST 459 and JWS 459)

The Family and Inequality

Although workers in modern labor markets are often analytically treated as independent individuals, they of course typically belong to families that pool the labor supply of their members, consume goods jointly, and serve in some circumstances as units of collective production. It might therefore be asked how the modern labor market has adapted to and evolved in the context of the family (and, conversely, how the family has responded to the market). The courses within this track explore such issues as the causes and consequences of the intra-familial division of labor, the effects of marriage and family structure on careers, and the transmission of socioeconomic advantage from one generation to the next.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ECON 222, ILRL 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

Work and Family (SOC 203 and WOMNS 203)

Demography and Family Policy (PAM 371)

Families and Social Policy (HD 456)

Families and the Life Course (SOC 251 and HD 250)

Parent-Child Development in African-American Families (HD 458)

The Sociology of Marriage (SOC 309 and WOMNS 309)

Seminar in Family Studies and the Life Course (HD 655)

Contemporary Family Theory and Research (HD 650)

Economics of Household Behavior (PAM 605)

INTENSIVE ENGLISH PROGRAM

105 Morrill Hall

J. M. Mancusi, director; R. L. Feldman, K. U. Golkowska, M. Johns, M. T. Lovell, J. G. Luks, L. Porterfield, S. L. Vann, S. Yates

This noncredit, nondegree program provides full-time intensive English as a second language instruction as well as academic, social, and cultural orientation to the United States and its institutions. The aim of the program is for participants to acquire proficiency in the language in order to pursue goals in English for academic, business, professional, or personal purposes.

Programs are offered both fall and spring semesters and in the six-week summer session (from late June to early August). Participants receive a minimum of 20 hours of classroom

instruction weekly in speaking, listening, reading, writing, and grammar, which are taught at all levels from low intermediate through very-high advanced. Applicants must be at least 17 years of age, hold the equivalent of a high school diploma, and have had some previous study of English. Participants receive a Certificate of Eligibility (Form I-20) to obtain an F-1 visa.

Students who have gained full admission to or who are already registered in degree-granting programs at Cornell should consult the section "English for Academic Purposes" (series ENGLF).

The Intensive English Program is coordinated by the director, Jeanette Mancusi. Information and application materials are available directly from the program at: Cornell University, Intensive English Program, Morrill Hall, Ithaca, NY 14853-4701, U.S.A.: tel. 607/255-4863; fax 607/255-7491; e-mail CUIEP@cornell.edu; web page: <http://languagecenter.cornell.edu/iep/>

INTERNATIONAL RELATIONS CONCENTRATION

Office: 156 Uris Hall, 254-5004, www.cinaudi.cornell.edu/about/irc.asp

Faculty Advisory Board: M. Cook (ILR); M. Evangelista (Government); S. Feldman (Rural Sociology); D. Lee (AEM); J. Reppy (S&TS); H. Shue (Ethics and Public Policy); B. Strauss (History); B. Szekely (Associate Director, Cornell Abroad)

Objective

The International Relations Concentration is an interdisciplinary program for undergraduate students enrolled in any of the seven Cornell undergraduate colleges. The International Relations Concentration provides a structured yet flexible program for undergraduates to take advantage of the vast resources available at the university for studying the politics, economics, history, languages, and cultures of the countries and regions of the world.

Graduates of the program have gone on to pursue further education in fields such as political science and anthropology and to successful careers in international law, economics, agriculture, trade, finance, and government service, among others. They have gone on to work in international and nongovernmental organizations, in cross-cultural affairs, in journalism, and in education.

The International Relations Concentration is not a major or a department, but rather a program offering a selection of courses reaching across colleges and departments. Students pursue the International Relations Concentration in addition to their regular degree. International Relations Concentrators have majored in fields ranging from anthropology, city and regional planning, communications, economics, government, and history to natural resources, industrial and labor relations, and computer science. International coursework and language study add a global and cross-cultural dimension to those majors. Some students even design an independent major in some aspect of international relations or comparative social or cultural studies. Spending a semester or year of study abroad can contribute to meeting the course

requirements of the IR Concentration, including the language requirement.

Course Requirements

These requirements are designed to expose students to a broad range of perspectives in international relations while allowing them to tailor their course selections to specific interests. Courses throughout the university are grouped into four subject areas including:

- 1) International Economics and Development;
- 2) World Politics and Foreign Policy;
- 3) Transnational Processes and Policies;
- 4) Cultural Studies.

Within these four subject areas, courses are also identified as "core" or "elective". Starting with the Class of 2003 and for current students who have not been enrolled in the program by the end of spring 1999, students must complete altogether eight courses from the four groups according to one of two strategies. Option A emphasizes the politics and economics of international relations. Option B puts greater stress on culture. In choosing either option, students should ensure that they acquire familiarity with more than one geographic region or country. All courses used to fulfill the concentration requirements must be taken for a letter grade. Courses can count both toward a major and the International Relations Concentration.

Option A:—One core course from Groups 1, 2, 3, and 4—One elective from Groups 1, 2, 3, and 4

Option B:—One core course from Groups 1, 2, 3, and 4—One elective from either Group 1 or Group 2—One elective from Group 3 and 4, and one additional elective from either Group 3 and Group 4

Prior to pre-registration a course list for the following semester (as well as lists for the current and previous semesters) can be obtained from the administrative coordinator, Hyeok Yong Kwon, hyk1@cornell.edu, 156 Uris Hall, as well as from the website. Students should take note that these lists are not necessarily complete. Other courses throughout the university can qualify for the International Relations Concentration by arrangement.

Course List for Fall 2002

(For course list for spring 2003, contact IRC program in fall of 2002. Courses with the brackets are core courses for each group but not offered in fall 2002.)

Group 1: International Economics and Development

Core:

ECON 361 International Trade Theory

[ECON 230/AEM 230 International Trade and Finance]

[ECON 263/AEM 430 International Trade Policy]

[ECON 362 International Monetary Theory and Policy]

Electives:

ECON 371 Economic Development

ECON 425 Economic History of Latin America

ECON 450/AEM 450 Resource Economics
 ECON 460 Economics of Welfare States
 ECON 471 Economics of the Former USSR and Central Europe

ECON 472 Comparative Economic System: East and West

AEM 432 Business and Governments in Global Marketplace

AEM 433/CRP 412 Development, Privatization and New Public Management

CRP 477 Issues in African Development

GOVT 330/ILRIC 333 Europe, the US, and Japan in the Global Economy

GOVT 354 Capitalism, Competition, and Conflict

GOVT 400 Globalization and Resolution

GOVT 433 Economic Liberalization in Developing World

Group 2: World Politics and Foreign Policy

Core:

GOVT 181 Introduction to International Relations

Electives:

GOVT 332 Modern European Politics

GOVT 344 Government and Politics of Southeast Asia

GOVT 384 Contemporary International Conflict

GOVT 385 American Foreign Policy

GOVT 400 Democracies in the International System

GOVT 400 Nationalisms and Nation-States

GOVT 448 Quality of Democracy in Latin America

GOVT 482 Uniting China, Integrating with the World

GOVT 490/GOV 690 International Institutions

AS&RC 311 Government and Politics in Africa

AS&RC 351 Political and Social Change in Caribbean

HIST 214/AM ST 214 American Foreign Policy

HIST 230 Asia-Pacific War

HIST 290 20th Century Russia and Soviet Union

HIST 313 US Foreign Relations, 1750-1912

HIST 371 World War II in Europe

Group 3: Transnational Processes and Policies

Core:

No core courses offered this semester

[GOVT 294/PHIL 294 Global Thinking]

[GOVT 393 Introduction to Peace Studies]

Electives:

AEM 432 Business and Governments in Global Marketplace

AIS 325 Indigenous People and Globalization

R SOC 261 Sociology of Sustainable Development

R SOC 311/AIS 311 Social Movements

COMM 424 Communications in Developing Nations

CRP 380 Environmental Politics

CRP 395/WOMNS 360 Gender and Globalization

CRP 451 Environmental Law

CRP 453 Environmental Aspect of International Planning

ILRHR 456 International Human Resource Management

ILRHR 465 Globalization of Services

INTAG 300 Perspectives in International Agricultural and Rural Development

NTRES 400 International Environmental Issues

NTRES 403 Environmental Governance

SOC 320 Globalization and Inequality

Group 4: Cultural Studies

Core:

ANTHR 200 Cultural Diversity and Contemporary Issues

[ANTHR 102 Introduction to Anthropology: The Comparison of Cultures]

Electives:

AAS 453/ENGL 453/WOMNS 453 20th Century Women Writers of Color

AM ST 201 Popular Culture in US 1900-1945

AM ST 222/MUSIC 222 A Survey of Jazz

ANTHR 215/ARKEO 215 Stone Age Art

ANTHR 221/AM ST 221/LSP 221 Ethnographies on Latino Culture

ANTHR 230/AIS 230 Cultures of Native North America

ANTHR 250 Anthropology of Food and Cuisine

ANTHR 317/ARKEO 317 Stone Age Archaeology

ANTHR 321/WOMNS 321 Sex and Gender in Cross-Cultural Perspective

ANTHR 344/WOMNS 344 Male/Female Chinese Culture and Society

ANTHR 388 Masks of Power/Strategies of Resistance

ART H 230/RELST 230 Monuments of Medieval Art

ART H 245 Renaissance and Baroque

ART H 322/CLASS 350 Arts of Roman Empire

ART H 365/AM ST 355 US Art from FDR to Regan

ART H 384/ASIAN 381 Introduction to the Arts of Japan

ART H 452 Printed Image: World on Paper

ART H 463 Studies in Modern Art

ART H 478/AS&RC 435 African Cinema

ART H 479/S HUM 405 South African Visual Culture

ASIAN 192/MUSIC 104 Introduction to World Music II: Asia

ASIAN 211 Introduction to Japan

ASIAN 214 China's Literary Heritage

ASIAN 215 Introduction to South Asian Civilization

ASIAN 245/MUSIC 245 Gamelan in Indo Culture

ASIAN 302 Art of War in Ancient China

ASIAN 351/RELST 351 Indian Religious Worlds

ASIAN 354/RELST 354 Indian Buddhism

ASIAN 380 Vietnamese Literature in Translation

COM L 230 Introduction to Comparative Literature

COM L 279/RUSSL 279 Russian Connection 1830-1867

COM L 304 Europe and Its Others

COM L 335/THETR 335 Modern Western Drama

COM L 363 The European Novel

FILM 274 Introduction to Film Analysis

FRLIT 220 French and Francophone Culture

FRLIT 221 Modern French Literature

FRLIT 370 Perspectives on Enlightenment

HIST 151 Introduction to Western Civilization

HIST 155 Past and Present-Precolonial Africa

HIST 191/ASIAN 191 Introduction to Modern Asian History

HIST 195 Colonial Latin America

HIST 233/JWST 233 Soviet Society and Family Life

HIST 234 Gender in Early Modern Europe

HIST 240/FRLIT 224 The French Experience

HIST 253/NES 255/RELST 255 Introduction to Islamic Civilization

HIST 258 US Culture and Mexican-Americans

HIST 262/RELST 265 The Middle Ages: An Introduction

HIST 264 Introduction to Asian American History

HIST 280/S&TS 283 The Sciences in 20th Century

HIST 281/S&TS 281 Sciences in Western Civilization

HIST 285/JWST 253/NES 245 From Medievalism to Modernity

HIST 293/ASIAN 293 History of China up to Modern Times

HIST 303/WOMNS 307/AM ST 303 Afro-American Women

HIST 305 Britain, 1660-1815

HIST 306 Modern Mexico: Independence to Zapatistas

HIST 322/HIST 522 History of the Samurai

HIST 356 Era of French Revolution and Napoleon

HIST 358 German History 1890-Present

HIST 362/COM L 352 European Cultural History, 1750-1870

HIST 364/COM L 361/ENGL 325 Culture of the Renaissance II

HIST 370/JWST 353 History of the Holocaust

HIST 404 Ethnicity, Race, and Indigeneity in Latin America

HIST 420 Tale of Genji in Historical Perspective

HIST 424 Art and Politics in 20th Century Latin America

HIST 429/SPANL 446/NES 437 The Cross and the Crescent

HIST 459 Radicals and Revolutionaries

HIST 486/AM ST 486 Seminar on the 1960s

HIST 492/ASIAN 492 Medieval Chinese History

ITALL 216 Introduction to Italian Literature

ITALL 223 The Rise of Modernism

ITALL 389 Modern Italian Novel

KRLIT 405 Readings in Korean Literature

MUSIC 274 Opera

SPANL 218 Introduction to Hispanic Literature

SPANL 247 Spanish through Media/Culture

SPANL 301 Hispanic Theater Production

THETR 240 Introduction to World Theatre I

WOMNS 251/ENGL 251 20th Century Women Novelists

Language Requirement

IR Concentrators are expected to complete additional language study beyond the College of Arts and Sciences degree requirement. This study can be accomplished in one of two ways: 1) two years of one foreign language (proficiency plus one course) 2) two languages at proficiency.

Study Abroad

IR Concentrators are strongly encouraged to study abroad to bring a practical dimension to their expertise in international issues. Those who choose this option will find the requirements for the concentration highly compatible with courses taken abroad. Students are encouraged to contact the Administrative Coordinator prior to departure.

Completion

Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate and a letter of confirmation signed by the director of the international relations concentration.

Enrollment

To obtain course lists, to enroll and for all further information, please contact: *Administrative Coordinator: Hyeok Yong Kwon, the Mario Einaudi Center for International Studies, 156 Uris Hall, hyk1@cornell.edu, Tel: 254-5004.

ITALIAN

See Department of Romance Studies.

JAPANESE

See Department of Asian Studies.

JAVANESE

See Department of Asian Studies.

PROGRAM OF JEWISH STUDIES

D. I. Owen, director (Assyriology, Ancient Near Eastern History and Archaeology), L. Adelson (German-Jewish Literature and Culture), G. Altschuler (American-Jewish History and Culture), D. Bathrick (Holocaust Film Studies), R. Brann (Judeo-Arabic Studies), V. Caron (Modern French and European-Jewish History), M. Diesing (Yiddish Language and Linguistics), N. Furman (French Holocaust Literature), K. Haines-Eitzen (New Testament and Early Christianity), R. Hoffmann (Holocaust Studies), P. Hyams (Medieval Jewish History), D. LaCapra (Holocaust Studies), M. Migiel (Italian Literature), R. Polenber (American-Jewish History), J. Porte (American-Jewish Writers), D. S. Powers (Arabic and Islamic Studies), G. Rendsburg (Biblical and Semitic Studies), E. Rosenberg (Holocaust Studies), N. Scharf (Hebrew Language), D. Schwarz (Anglo-Jewish Literature), G. Shapiro (Russian-Jewish Literature), S. Shoer (Hebrew Language), D. Starr (Modern Hebrew and Arabic Literature and Culture), M. Steinberg (German-Jewish History and Culture), Y. Szekely (Judaica Bibliography), S. Toorawa (Minorities in Islamic Lands), J. Zorn (Biblical Archaeology)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures, now the Department of Near Eastern Studies, in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Jewish languages and literatures have been considerably expanded, and courses in ancient, medieval, and especially modern Jewish history and culture have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from various Cornell departments and colleges.

The Program of Jewish Studies supports teaching and research in the many areas of Jewish Studies. It is a secular, academic program, whose interests are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica pursued by the members of the Department of Near Eastern Studies, with particular emphasis on the interrelationship between Judaism, Christianity, and Islam.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; ancient, medieval, and modern European and Middle Eastern Jewish history; and Holocaust studies. In some of these fields students may take courses on both graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

Courses Offered

JWST 105-106 Elementary Modern Hebrew I and II (also NES 101-102)
105 fall; 106 spring. 6 credits. S. Shoer.
For description, see NES 101-102.

JWST 201-202 Intermediate Modern Hebrew I and II (also NES 201-202)
201, fall; 202@, spring. 4 credits. N. Scharf.
For description, see NES 201-202.

JWST 229 Introduction to the New Testament (also RELST 229, NES 229)
Fall. 3 credits. K. Haines-Eitzen.
For description, see NES 229.

JWST 233 Soviet Society and Family Life During WWII: Perspectives from Culture (also HIST 233)
Fall. 4 credits. P. Holquist.
For description, see HIST 233.

JWST 235 Jews and Arabs in Contact and Conflict: The Modern Period (also COM L 245 and NES 235)
Spring. 3 credits. D. Starr.
For description, see NES 235.

JWST 244 Introduction to Ancient Judaism (also NES 244, RELST 244)
Fall. 3 credits. G. Rendsburg.
For description, see NES 244.

JWST 251 Judaism, Christianity and Islam (also NES 251, RELST 251)
Fall. 3 credits. K. Haines-Eitzen.
For description, see NES 251.

[JWST 252 Modern European Jewish History, 1789-1948 (also HIST 291)]
Fall. 4 credits. Not offered 2002-2003.
V. Caron.
For description, see HIST 291.]

JWST 253 From Medievalism to Modernity: The History of Jews in E. Modern Europe, 1492-1789 (also NES 245, HIST 285)
Fall. 4 credits. V. Caron.
For description, see HIST 285.

[JWST 254 Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 235)]
Spring. 4 credits. Not offered 2002-2003.
V. Caron.
For description, see HIST 235.]

[JWST 256 Introduction to the Qur'an (also RELST 256, NES 256)]
Spring. 3 credits. Not offered 2002-2003.
S. Toorawa.
For description, see NES 256.]

JWST 257 Ethics of Imagining Holocaust (also GERST 221, ENGL 221)
Fall. 4 credits. D. Schwartz.
For description, see ENGL 221.

JWST 263 Introduction to Biblical History and Archaeology (also RELST 264, ARKEO 263, and NES 263)
Spring. 3 credits. J. Zorn.
For description, see NES 263.

JWST 266 Jerusalem Through the Ages (also RELST 266, NES 266, and ARKEO 266)
Fall. 3 credits. J. Zorn.
For description, see NES 266.

JWST 290 History of Zionism and the Birth of Israel (also NES 290, HIST 267)

Spring. 4 credits. V. Caron.
For description, see HIST 267.

JWST 295 Introduction to Christian History (also RELST 295, NES 295, HIST 299)

Spring. 3 credits. K. Haines-Eitzen.
For description, see NES 295.

JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302)

301, fall; 302, spring. 4 credits. N. Scharf.
For description, see NES 301-302.

JWST 320 Women in the Hebrew Bible (also NES 320, RELST 316, WOMNS 322)

Spring. 4 credits. G. Rendsburg.
For description, see NES 320.

JWST 326 Seminar-Women in the Hebrew Bible (also NES 326)

Spring. 1 credit. G. Rendsburg.
For description, see NES 326.

JWST 328 Readings in Ancient Jewish Texts (also NES 328, RELST 317)

Fall. 1 credit. G. Rendsburg.
For description, see NES 328.

[JWST 339 Islamic Spain: Culture and Society (also RELST 334, SPANL 339, COM L 334, NES 339)

Fall. 4 credits. Not offered 2002-2003.
R. Brann.
For description, see NES 339.]

JWST 353 History of the Holocaust (also HIST 370)

Fall. 4 credits. V. Caron.
For description, see HIST 370.

[JWST 360 Origins of Mesopotamian Civilization (also NES 360, ARKEO 360)

Fall. 4 credits. Not offered 2002-2003.
D. I. Owen.
For description, see NES 360.]

[JWST 361 Sumerian Language and Culture (also NES 361, ARKEO 361)

Spring. 4 credits. Not offered 2002-2003.
D. I. Owen.
For description, see NES 361.]

[JWST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, WOMNS 394, RELST 394)

Spring. 3 credits. Not offered 2002-2003.
K. Haines-Eitzen.
For description, see NES 394.]

JWST 397 The Arab-Israeli Conflict in Historical and Critical Perspective (also NES 397 and GOVT 397)

Fall. 4 credits. R. Brann.
For description, see NES 397.

JWST 400 Seminar in Advanced Hebrew (also NES 400)

Fall. 4 credits. Enrollment limited to 15 students. N. Scharf.
For description, see NES 400.

[JWST 401 Topics in Modern Hebrew Literature (also JWST 401)

Spring. 4 credits. Not offered 2002-2003.
D. Starr.
For description, see NES 401.]

[JWST 409 Season of Migration (also SOC H 409, RELST 409)

Fall. 4 credits. Not offered 2002-2003.
S. Toorawa.
For description, see SOC H 409.]

JWST 414 History into Fiction: Nazis and the Literary Imagination (also ENGL 404, COM L 404, GERST 414)

Fall. 4 credits. E. Rosenberg.
For description, see ENGL 404.

JWST 420 Readings in Biblical Hebrew Prose (also NES 420, RELST 420)

Fall. 4 credits. G. Rendsburg.
For description, see NES 420.

JWST 422 Dead Sea Scrolls (also RELST 422, NES 422)

Spring. 4 credits. G. Rendsburg.
For description, see NES 422.

[JWST 446 History of Jews in Modern France (also HIST 417, FRLIT 413)

Fall. 4 credits. Not offered 2002-2003.
V. Caron.
For description, see HIST 417.]

JWST 453 History of Modern German Jewry: From the Enlightenment to the Post-1945 Era (also HIST 433, GERST 433)

Spring. 4 credits. V. Caron.
For description, see HIST 433.

JWST 458 Imagining the Holocaust (also JWST 658, ENGL 458/658, GERST 457/657)

Spring. 4 credits. D. Schwarz.
For description, see ENGL 458.

[JWST 474 Topics in Modern Europe: Intellectual and Cultural History (also HIST 474, COM L 474)

Fall. 4 credits. Not offered 2002-2003.
D. LaCapra.
For description, see HIST 474.]

JWST 478 Jewish-American Writing (also AM ST 473, ENGL 479)

Fall. 4 credits. J. Porte.
For description, see ENGL 479.

JWST 491-492 Independent Study—Undergraduate

Fall and spring. Variable credit. Staff.

JWST 493 Cosmopolitan Alexandria (also S HUM 411, NES 493, COM L 406)

Fall. 4 credits. D. Starr.
For description, see NES 493.

JWST 499 Independent Study—Honors

Fall and spring. Variable credit. Staff.

JWST 658 Imagining the Holocaust (also JWST 458, ENGL 458/658)

Spring. 4 credits. D. Schwarz.
For description, see ENGL 458/658.

Courses not offered 2002-2003.

JWST 197 Introduction to the Near Eastern Civilization (also NES 197 and RELST 197)

JWST 123-124 Elementary Biblical Hebrew I & II (also NES 123-124, RELST 123-124)

JWST 223 Introduction to the Bible (also NES 223 and RELST 223)

JWST 224 Introduction to the Bible II (also NES 224, RELST 224)

JWST 227 Introduction to the Prophets (also NES 227 and RELST 227)

JWST 236 Israel: Literature and Society (also NES 236)

JWST 248 Introduction to Classical Jewish History (also RELST 248 and NES 248)

JWST 255 Women and the Holocaust (also ENGL 252, WOMNS 252)

JWST 261 Ancient Seafaring (also NES 261, ARKEO 275)

JWST 271 Yiddish Linguistics (also LING 241)

JWST 299 The Hebrew Bible and the Arabic Qur'an in Comparative Perspective (also NES 299, RELST 299, COM L 299)

JWST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (also NES 323, RELST 323)

JWST 325 Introduction to the Bible—Seminar (also NES 325, RELST 318)

JWST 328 Gnosticism and Early Christianity (also NES 328, RELST 330)

JWST 344 The History of Early Christianity (also NES 324, CLASS 344 and RELST 325)

JWST 346 Seminar in Nineteenth-Century Jewish Intellectual History (also NES 347 and RELST 346)

JWST 347 Gender and Judaism (also WOMNS 347, RELST 343, NES 345)

JWST 352 The Transformation of European Jewry (also HIST 389)

JWST 363 Society and Law in the Ancient Near East (also NES 363)

JWST 366 The History and Archaeology of the Ancient Near East (also NES 366, ARKEO 366)

JWST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also NES 371, RELST 371, COM L 371)

JWST 418 Exploring the Israeli Folksong (also S HUM 418, MUSIC 418)

JWST 421 Readings in Biblical Hebrew Poetry (also NES 421, RELST 421)

JWST 428 Medieval Hebrew Biblical Exegesis (also NES 428, NES 624 and RELST 428)

JWST 435 Aramaic (also NES 435)

JWST 442 German Jewish Culture: From the Enlightenment to the Present (also GERST 442 and S HUM 442)

JWST 449 Rescreening the Holocaust (also GERST 449, COM L 453, THETR 450)

JWST 454 Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 435)

JWST 474 Topics in Modern European Intellectual and Cultural History (also HIST 474)

JWST 494 Studies in the Novel: Reading Joyce's Ulysses (also ENGL 470)

JWST 623 Encounters with the Dead (also JWST 323, ITALL 323/623, COML 323/623)

JWST 639 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, RELST 334, SPAN L 339/699, COM L 334)

JWST 694 Joyce's Ulysses and the Modern Tradition (also ENGL 670)

JOHN S. KNIGHT INSTITUTE FOR WRITING IN THE DISCIPLINES

The director of the John S. Knight Institute is Jonathan Monroe, associate dean of the College of Arts and Sciences, professor in the Department of Comparative Literature, and George Elliott Reed Professor of Writing and Rhetoric. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of First-Year Writing Seminars. The Institute's offices are in 159 Goldwin Smith Hall, 255-4061.

M. Gilliland (Writing Workshop), K. Hjortshøj (Writing in the Majors), S. Donatelli (Sopho-

more Writing Seminars), B. LeGendre (Writing Workshop), J. Martin (Writing Workshop), J. Pierpont (Writing Workshop), E. Shapiro, (Writing Workshop).

The John S. Knight Institute helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for first-year and upperclass students, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

First-Year Writing Seminars

For first-year students the Institute offers the first-year writing seminars—more than 125 different courses in the humanities, social sciences, expressive arts, and sciences. Through introductory work in a particular field of study, seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. All seminars pursue this common aim through small classes, with a maximum of 17 students, and adherence to a program-wide set of guidelines:

- Seminars require at least six—and at most 12—formal essays on new topics. (While these assignments should total about 30 pages, some of the 30-page total may include major drafts which receive commentary from the instructor and are later significantly revised.) Assignments form a logical sequence.
- At least three of the 6–12 required essays are developed through several stages of revised drafts under the instructor's guidance. Guidance may include, in addition to written commentary on drafts, individual conferences, in-class group work, peer commentary, reading responses, journals, and so on.
- Ample classroom time is spent on work directly related to writing.
- Reading assignments in the course subject are kept under 75 pages per week to permit regular, concentrated work on writing.
- All students meet in at least two individual conferences with the instructor.

Offerings change from semester to semester. Each term's first-year writing seminars are described in a brochure available from college registrars in the fall and on the web in the spring.

To ensure that students will enjoy the benefits of small writing classes, first-year writing seminars are limited to no more than 17 students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars in the fall and on the web in the spring. Over 90 percent receive one of their top three choices. Students may change their writing seminars each semester at the First-Year Writing Seminar Exchange. Changes can also be made at special First-Year Writing Seminar add/drop sessions held during the first two weeks of each semester.

The colleges and the school served by the Institute accept first-year writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "first-year writing," "oral and written expression," and the like. The Institute does not decide whether students may graduate: it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently, most undergraduate students are required to take two first-year writing seminars. Architecture majors, however, need only one. Hotel students fulfill their requirement through H ADM 165, which should be taken with H ADM 265 during the first two semesters at Cornell. Agriculture and Life Sciences students can take first-year writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Institute or the Department of English is necessary. How these credits may be applied to first-year writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture majors, may apply their three credits towards the writing requirements of their college. Of students who score "4," only Agriculture and Life Sciences students and Industrial and Labor Relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a first-year writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level first-year writing seminars: ENGL 270, 271, or 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions to be accepted as equivalent to first-year writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one 30-page term paper.) Students in the College of Engineering and the College of Arts and Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a first-year writing seminar to satisfy part of their writing requirement. The John S. Knight Institute must approve all such petitions in advance.

For information about the requirements for first-year writing seminars and descriptions of seminar offerings, consult the John S. Knight Institute brochure, available from college registrars in August for the fall term and on the web in late October for the spring term.

English 288–289: Expository Writing

English 288–289, "Expository Writing," helps students write with more confidence and skill in all disciplines. Open to Cornell sophomores, juniors, and seniors, ENGL 288–289 courses explore themes shaped by a genre or use of expository writing, by the common concerns of several disciplines, or by an interdisciplinary topic intimately related to the written medium. Although English department instructors make up roughly half the staff, the Knight Institute's involvement enables the course to extend and diversify its offerings in separately defined, 16-member sections that appeal to the varied interests and needs of students in many areas of study. Students may choose among a variety of sections focusing on such themes as "Minding the Body," "The Essay: Personal to Public," "Issues, Audiences, and Ourselves," "Reading the News, Understanding the Media," and "Myths of the City." All staff are selected because their special interests and their training and experience in First-Year Writing Seminars promise original course design and superior performance.

Sophomore Seminars

In fall 2001, the Knight Institute launched the first set of courses in its Sophomore Seminars initiative, a distinctive new tier of electives sponsored by the Institute that involve a wide range of disciplines across the Arts College and the University. Building on the introductory exposure to discipline-specific approaches to writing gained by students in their two required First-Year Writing Seminars, Sophomore Seminars will offer students the opportunity to benefit from early mentoring experiences in small, faculty-taught classes that will help them prepare for the more advanced, increasingly specialized work in which they will be engaged in their chosen fields as juniors and seniors. With a limited enrollment of 15 students per class, each Sophomore Seminar is intended to serve as a gateway course to a particular major within an expressly interdisciplinary context. The first six Sophomore Seminars were offered in academic year 2001–2002. Additional seminars will be offered each year, with a total of 30 seminars annually by 2006.

Writing in the Majors

Spanning the humanities, social sciences, and sciences, the Knight Institute's upper-level, Writing in the Majors courses do not satisfy formal writing requirements, and faculty participation is entirely voluntary. While all Writing in the Majors courses include extensive writing, usually with guided revision, they also emphasize other forms of active, interactive learning essential to scholarship and careers in the disciplines. Writing in the Majors initiatives have included individual and collaborative research projects, collaborative writing, oral presentations, group oral exams, field studies, authentic student-designed laboratory experiments, debates, analytical and critical reading exercises, topical symposia, conversation groups, student-led discussions, poster sessions, and many kinds of informal writing, including on-line exchanges. Varying radically in design and size, from enrollments of fewer than 10 students to more than 300, Writing in the Majors courses over the past thirteen years have involved collaboration with 100 faculty members and more than 150 graduate teaching assistants to enrich learning in 63 upper-level courses offered in 22 departments.

Teaching Writing

Each summer and fall, the Institute offers instruction in the teaching of writing to new staff members in the first-year writing seminars and other interested instructors. Teaching Writing, offered in the summer or fall, is primarily a course for graduate students. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

WRIT 700 Teaching Writing

Summer and fall. 1 credit. S-U grade only. Teaching Writing introduces new instructors of Cornell's First-Year Writing Seminars to the challenges of teaching writing in courses that both introduce students to particular fields of study and develop the sophisticated writing skills students will need throughout their undergraduate careers and beyond. An overview of methodologies involved in the teaching of writing within a disciplinary context is provided by readings representing a range of pedagogical theories and practices, seminar discussions, and presentations of faculty, visiting scholars in the field, and experienced TAs. Participants in the course prepare written assignments designed to prepare them for the actual work of their First-Year Writing Seminars. In addition, written critiques and explanatory rationales of those assignments provide an opportunity for reflection on the methods chosen and on the principles underlying them.

Writing Workshop

The John S. Knight Institute offers "An Introduction to Writing in the University" for first-year students (or transfer students needing writing credit) through the Writing Workshop. This course is designed for students who have had little training in composition or who have serious difficulty with writing assignments.

WRIT 137 and 138 are graded S-U only, and students receiving a grade of S are granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The Workshop also offers a Walk-In Service (see below) to help students work on writing assignments. The director is Joe Martin, senior lecturer in the Writing Workshop. The Workshop offices are in 174 Rockefeller Hall, 255-6349.

The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

WRIT 137-138, 134 An Introduction to Writing in the University

137, fall; 138, spring; 134, summer. 3 credits each term. Each section limited to 12 students in the fall and spring, 6 students in the summer. S-U grades only. Prerequisite: permission of instructor.

This writing seminar is designed for students who need more focused attention to master the expectations of academic writing. The course emphasizes the analytic and argumentative writing and critical reading essential for university-level work. With small classes and weekly student/teacher conferences, each section is shaped to respond to the needs of students in that particular class.

WRIT 139-239 Special Topics in Writing

Fall, spring. 139, undergraduate students only; 239, graduate students only. 3 credits. S-U grades only. Cannot fulfill any writing or distribution requirements.

Prerequisite: permission of instructor.

These courses allow students the opportunity to resolve significant writing challenges that have interfered with their academic progress. Students must have ongoing writing projects on which to work. Instruction is in weekly tutorials. Interested students should come to 174 Rockefeller for more information.

KHMER (CAMBODIAN)

See Department of Asian Studies.

KOREAN

See Department of Asian Studies.

LATIN AMERICAN STUDIES

190 Uris Hall

B. J. Isbell, director; M. J. Dudley, associate director; L. Benería, R. Blake, D. Block, D. Castillo, C. Castillo-Chávez, M. L. Cook, D. Cruz de Jesús, T. Davis, E. Dozier, B. Deutsch-Lynch, G. Fields, M. A. Garcés, M. C. García, W. Goldsmith, J. Haas, J.-P. Habicht, J. Henderson, Z. Iguina, S. Jackson, T. Jordan, J. Kronik, S. Kyle, D. R. Lee, L. Morató, J. Oliveira, K. O'Neill, J. E. Paz-Soldán, G. Peltó, J. Piedra, A. Power, E. Rodríguez, M. Roldan, J. Routier-Pucci, D. Sanjur, V. Santiago, H. Schamis, R. Sierra, M. Stycos, M. J. Stycos, M. Suñer, D. Thurston, T. Turner, H. Vélaz.

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Graduate students may pursue a minor in Latin American Studies, while majoring in the field of their choice.

Undergraduate Concentration

Undergraduate students may fulfill a Latin American Studies Concentration by completing a minimum of 15 credits in Latin American Studies courses combined with language proficiency in Quechua, Spanish, or Portuguese. Latin American courses are offered in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Arts and Sciences; the College of Human Ecology; the School of Hotel Administration; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345, or visit 190 Uris Hall.

Latin American Studies Core Courses

It is strongly recommended that undergraduate concentrators take the interdisciplinary core course, SPANL 320/LASP 301/ANTHR 340 Perspectives on Latin America.

Particular attention is drawn to the following courses that students have taken in the past to complete requirements for the undergraduate concentration or the graduate minor. Other courses may be substituted with the approval of the adviser.

ANTHR

- 204 Ancient Civilizations
- 333 Ethnology of the Andean Region
- 340 Perspectives on Latin America
- 355 Archaeology of Mexico and Central America
- 382 Latin America: An Anthropological Perspective
- 433 Andean Ethnology Thought and Culture
- 456 Mesoamerican Religion, Science, and History
- 485/685 Mothers, Priests, Rebels and Indian Chiefs: New Social Movements in Latin America

487 Field Research Abroad—Cornell-Honduras Program

499 The Amazonian Imagination: Reflections on the Savage State

637 Social Movements, Human Rights and Democracy in Latin America

638 Contemporary Gender Issues in the Americas

656 Maya History

ARKEO

355 Archaeology of Mexico and Central America

AS&RC

451 Politics and Social Change in the Caribbean

455 Caribbean Literature

530 Womanist Writing Africa and Caribbean

COM L

482 Latin American Woman Writers

CRP

371 Cuba: The Search for Development Alternatives

453/683 Environmental Aspects of International Planning

395/679 Latin American Cities

616 Globalization and Development

670 Regional Planning and Development in Developing Nations

671 Seminar in International Studies and Planning

ECON

425 Economic History of Latin America

468 Economic Problems of Latin America

748 Issues in Latin American Development

- ENGL**
- 243 Poetry & Politics in the Americas
- 676 Testimonio (Testimonial Narrative) in the Americas
- GOVT**
- 340 Latin American Politics
- 430 Democracy, Power, and Economic Reform: Cross-Regional Perspectives
- 433 Politics of Economic Liberalization in the Developing World
- 448 The Quality of Democracy in Latin America
- 630 The Political Economy of Market Reform
- 631 Comparative Labor Movements in Latin America
- 638 Latin American Political Economy
- H ADM**
- 455 Ecotourism and Sustainable Development
- 496 Latin American Hotel Development Seminar
- HIST**
- 195 Colonial Latin America
- 202 Comparative Migration in the Americas
- 206 Modern Mexico
- 216 Gender and Colonization in Latin America
- 219 Mexican Immigration to the U.S.
- 224 Art and Politics—20th-Century Latin History
- 225 The U.S.-Mexico Border: History, Culture, Representation
- 226 Migration, Cultures and Nation
- 245 Drugs: People, Policies, Politics
- 249 Race and Class in Latin American History
- 296 Modern Latin America
- 306 Modern Mexico: Independence to Zapatistas
- 323 Mexico: From Empire to Nation
- 347 Agrarian Societies in Latin American History
- 348 Contemporary Brazil
- 404 Ethnicity, Race, and Indigeneity in Latin America
- 418 Agrarian History
- 423 Chronicles of the Conquest of Latin America
- 424 Art and Politics in Twentieth-Century Latin America
- 438 History's Margin: Frontiers and Borders in Comparative Perspective
- 445/645 Prostitutes and Patriots: The Urban Construction of Citizenship in Latin American History
- 449 Race and Class in Latin American History
- 470 Violence, Nation, Myth: The Americas 1790–1940
- 475 Bandits, Deviants and Rebels
- 649 Topics in Latin American History
- ILR**
- 304 Comparative North American Labor History: Mexico, Canada, and the U.S. in the 20th Century
- 332 Labor in Developing Economies
- 339 The Political Economy of Mexico
- 631 Comparative Labor Movements Latin America
- 638 Labor, Free Trade, and Economic Integration in the Americas
- 731 The Transformation of Industrial Relations in Latin America
- 739 Political Economy of Mexico
- INTAG**
- 402 Agriculture in Tropical America
- 403 Traditional Agriculture in Developing Nations
- LASP**
- 215 Mexican Immigration to the U.S.
- 226 Migration, Cultures and Nation
- 301 Perspectives on Latin America
- NBA**
- 590 Business in Latin America
- PORT**
- 121–122 Elementary Portuguese
- 209–219 Intermediate Composition
- 303–304 Advanced Portuguese Composition and Conversation
- 319–320 Readings in Luso-Brazilian Literature
- QUECH**
- 121–122 Elementary Quechua
- 136 Quechua Writing Lab
- 209–219 Continuing Quechua
- 300 Independent Quechua (Directed Studies)
- S HUM**
- 401 Alternative Modernities: The Latin American City
- 419 Tourism in Cuba and Puerto Rico
- SPANL**
- 218 Introduction to Hispanic Literature
- 247 Spanish Thought
- 300 Gender and Sexuality in Latin America
- 301 Hispanic Theater Production
- 313 Creative Writing in Spanish
- 315 Renaissance Hispanism: Spain and the Americas
- 317 Readings in Colonial Spanish-American Literature
- 318 Readings in Modern Spanish-American Literature
- 319 Renaissance Hispanisms
- 320 Perspectives on Latin America
- 332 Modern Drama in Spanish America
- 345 Contemporary Spanish-American Novel
- 346 Hispanic Caribbean Culture and Literature
- 347 America in Black and White
- 348 Cuban Literature
- 350 Literature of Conquest
- 352 Race and Literature in Hispanic Caribbean
- 374 Caribbean Popular Culture
- 376 Studies in the Spanish and Latin American Essay
- 379 Colonial Spanish American Literature
- 381 Fin de Siglo
- 384 Literature and Revolution
- 390 The Fiction of Manuel Puig
- 394 Trans-Atlantic Renaissance
- 395 Modern/Contemporary Andean Literature
- 398 Post-Revolutionary Mexican Novel
- 402 Latin American Feminisms
- 403 After Immigration
- 425 Prehispanic Mexico in 20th Century Mexican Literature
- 428 Vargas Llosa
- 447 Spanish American Novel: Origins and Transformations
- 450 Literature of Conquest
- 479 Colonial Spanish-American Literature: Voices of the Colonized
- 480 Latin American Cultural Theory
- 483 Macondo/McOndo: Our Fin de Siglo?
- 487 Borges
- 492 Latin American Women Writers
- 494 Maricoteria/Queer Theory
- 495 Gabriel García Márquez
- 625 Latin American Literature & Mass Media
- 639 Special Topics in Latin American Literature
- 690 Hispanic Feminisms
- 698 The Latin American "Boom"
- SPANR**
- 112 Elementary Spanish
- 121–122 Elementary Spanish
- 123 Continuing Spanish
- 200 Spanish for English/Spanish Bilinguals
- 207 Intermediate Spanish for the Medical and Health Professions
- 209–219 Intermediate Spanish Composition and Conversation I and II
- 300 Directed Studies. Extra credit for ANTHR 333 and CRP 371
- 310 Advanced Spanish Conversation and Pronunciation
- 311–312 Advanced Composition and Conversation I and II
- 366 Spanish in the United States
- 407 Applied Linguistics: Spanish
- 408 The Grammatical Structure of Spanish
- 630 Spanish for Reading
- WOMNS**
- 481 Latin American Women Writers

LATINO STUDIES PROGRAM

434 Rockefeller Hall

The Latino Studies Program is an interdisciplinary academic program that focuses on the contributions, concerns, and welfare of those persons of Latino origin who reside in the United States. It includes support for historical, linguistic, literary, social, economic, and political studies of this diverse group of Americans. To this end the program objectives are (1) to expand the available course curriculum by providing both undergraduate and graduate courses pertaining to Latino subject matters; (2) to enlarge the size of the Latino faculty at Cornell through permanent appointments visiting scholars, and post-doctoral fellowships; and (3) to enhance the academic environment on campus through support of such activities as lectures, conferences, seminars, exhibits, and research activities.

Undergraduate Concentration

The Latino Studies Program offers an undergraduate concentration in Latino Studies which consists of an interdisciplinary course of study primarily in history, sociology, anthropology, literature and language. To complete the concentration, students must take at least five courses (minimum total of 15 credits) in Latino Studies, including "Latinos in the United States" (LSP 201/SOC 265) offered each spring semester. Students are required to include at least two courses at the 300 or 400 levels. Students who are interested in the concentration must meet with the LSP adviser, senior lecturer Loretta Carrillo, and file an application with the Latino Studies Program office by the beginning of their junior year. A maximum of one independent study, which requires the approval of the LSP adviser, will be accepted to fulfill the requirements of the concentration. The FWS does not count towards fulfilling concentration requirements. Courses must be completed with a letter grade of C or above.

Graduate Minor

Students wishing to complete a graduate minor in Latino Studies need to formally register with the Latino Studies Program office, take an upper level seminar (400/600) tentatively entitled "Introduction to Latino Studies: History and Methodologies," and work intensively with a faculty member outside of their major field. Over the course of their study they will be expected to take two other Latino Studies graduate or advanced undergraduate courses outside of their major field. In lieu of available courses, the student and his or her minor field adviser may design a special project that culminates in a paper given at a conference or presented for publication. Each special project requires the approval of the director of graduate studies for the minor field. In addition, graduate students will participate in the annual Latino Studies Colloquium. Upon completion of the minor, students receive a Certificate from the program. Students wishing to pursue the Graduate Minor Field in Latino Studies must file an application at the Latino Studies Program, 434 Rockefeller Hall.

Library

The Latino Studies Program Resource Center in 432 Rockefeller Hall serves Cornell students, faculty, staff, and the wider local community. The Resource Center maintains

print and media material pertinent to U.S. Latino issues and also provides a meeting space for more than 25 Latino student organizations.

Courses

LSP 100 Introduction to World Music: Africa and the Americas (also MUSIC 103)

Spring. 3 credits. 1 hour discussion. M W 10:10-11:00. S. Pond.

Exploration of folk, popular, and traditional genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

[LSP 110 Introduction to American Studies: New Approaches to Understanding American Diversity: The Twentieth Century (also AM ST 110 And HIST 111)

4 credits. Not offered 2002-2003.
M. C. Garcia.

This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American in the twentieth century? What does it mean to assimilate? Can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is a team-taught interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.]

LSP 201 Latinos in the United States (also SOC 265 and RSOC 265)

Spring. 4 credits variable. T R 2:55-4:10.
H. Velez.

Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

LSP 202 Spanish for English/Spanish Bilinguals (also SPANR 200)

Fall and spring. 3 credits. T R 11:40-12:55.
N. Maldonado-Mendez.

A course designed to expand bilingual student's knowledge of Spanish providing them with ample opportunities to develop and improve each of the basic language skills.

[LSP 203 Comparative Migration to the Americas (also HIST 202 and AM ST 204)

4 credits. Not offered 2002-2003.
M. C. Garcia.

This seminar examines migration both within and to the Americas in the nineteenth and twentieth centuries. Topics discussed include the reasons for population movements; immigration policies; social, economic, and political accommodation; nativist and restrictionist responses; and women and migration, remittances, and transnationalism. Among the immigrant-receiving nations studied are Argentina, Brazil, Canada, Cuba, Mexico, and the United States.]

LSP 219 Mexican Immigration to the United States (also HIST 219, AM ST 219, LASP 215)

Spring. 4 credits. T-R 11:25-2:40.
J. Cárdenas.

This seminar course explores the historical and contemporary conditions and expressions of Mexican immigrants in the twentieth-century. We discuss issues such as: the history of the Southwest; historical ideologies and theories of immigration and national identity; socio-economic conditions; cultural displays of identity; the politics of Mexican immigration and activism; adaptation and resistance of Mexican immigrants and their children to "mainstream" culture; economic and social policies and their effects upon the Mexican immigrant communities; and trans-national identities and globalization.

LSP 220 Sociology of Health and Ethnic Minorities (also R SOC 220)

Fall. 3 credits. T-R 10:10-11:25. P. Parra.

Discusses the health status of minorities in the United States. Specifically, we explore intragroup diversity such as migration, economic status, and the influence of culture and the environment on health status and access to health care. Although special attention is given to Latino populations, discussion encompasses other minorities who face similar problems.

LSP 221 Anthropological Representation: Ethnographies on Latino Culture (also AM ST 221, ANTHRO 221)

Fall. 3 credits. T R 11:40-12:55.
V. Santiago-Irizarry.

Representation is basic to anthropology. In translating cultures, anthropologists produce authoritative representations of and about other people's lives. In this course, we examine with a critical eye, the production of representations about U.S. Latino cultures, as they are embodied in anthropological texts. Issues explored include the relation between the ethnographer and the people he or she is studying, the contexts in which ethnographic texts are produced, and the way they may position different cultural groups within the larger national context.

LSP 225 The U.S.-Mexico Border: History, Culture, Representation (also HIST 225)

Spring. 4 credits. T R 1:25-2:40. R. Craib,
M. C. Garcia.

A writing-intensive, interdisciplinary sophomore seminar on the U.S.-Mexico border. The study of borders, and specifically of the U.S.-Mexico border, requires us to cross the disciplinary and methodological borders of academe itself. The proliferation of provocative writings on the border in recent years bears this assumption out: in no other field of study has the literature been so remarkably interdisciplinary, so methodologically eclectic, nor so theoretically provocative. This seminar intends to tap that literature to help students analyze and understand the histories, cultures and representations of the border that are so important to contemporary self-fashioning and policy-making in the United States and Mexico. Readings include works of fiction, literary and cultural theory, history, science studies, and postcolonial criticism. Students can expect to write several papers of varying lengths that develop their skills in historical research and textual criticism.

[LSP 240 Survey in U.S. Latino Literature (also ENGL 240)]

4 credits. Not offered 2002–2003.
M. P. Brady.]

LSP 246 Contemporary Narratives by Latina Writers (also SPANL 246, WOMNS 246)

Fall. 3 credits. T-TH 1:25–2:40. L. Carrillo. This course offers a survey of narratives by representative Latina writers of various Latino ethnic groups in the United States including Chicana, Chilean, Cuban, Dominican, and Puerto Rican. We investigate the parallel development of a Latina perspective on personal, social and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960s through to contemporary feminist activism and women of color movements. We investigate these works as artistic attempts to deal with such issues as culture, language and bilingualism, family, gender, sexuality, and domesticity. We account for regional distinctions and contributions. Readings include works by Julia Alvarez, Gloria Anzaldúa, Elena Castedo, Ana Castillo, Denise Chávez, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Nora Glickman, Nicholasa Mohr, Cherrie Moraga, Archy Obejas, Esmeralda Santiago, Ana Lydia Vega, and Helena María Viramontes.

LSP 258 U.S. Culture and Mexican Americans, 1848–Present (also HIST 258, AM ST 257)

Fall. 4 credits. T R 1:25–2:40. J. Cardenas. This course explores the different political and cultural interactions between dominant ideologies of nationalism, race, and ethnicity in the United States, and Mexican Americans. We explore these questions of national identities in conjunction to gender, class, and political discourses, and use both primary sources and secondary sources in our course.

[LSP 260 Introduction to U.S. Latino History, Part I (also HIST 260, AM ST 259)]

4 credits. Not offered 2002–2003.
M. C. García.]

[LSP 261 Introduction to U.S. Latino History, Part II (also HIST/AM ST 261)]

4 credits. Not offered 2002–2003.
M. C. García.

This course, part II of a two-semester sequence, introduces students to the history of Latinos in the United States. In LSP/HIST/AM ST 261 we focus on Puerto Ricans, Cubans, and the Dominicans in the United States. (LSP/HIST 260; AM ST 259 focuses on Mexican Americans/Chicanos and Central Americans). Among the topics addressed are: historical immigration patterns and reasons for migration; the social and political events that shaped the evolution of these communities; the role of cultural identity, race, class, and gender in shaping experience; and the intersection of U.S. foreign policy and immigration policy.]

[LSP 319 Minority Politics in the United States (also GOVT 319)]

4 credits. Not offered 2002–2003.
M. Jones-Correa.

In 1965 the landscape of American politics changed dramatically with the passage of the Voting Rights Act. That same year, Congress passed the Immigration Reform Act, which though little heralded at the time, arguably has had equally profound effects. This course provides a general survey of minority politics

in the United States, focusing on the effects of these two key pieces of legislation. The course highlights the relationships between immigrants and minorities, electoral politics and protest politics, and between cooperation and competition within and among minority groups. The purpose of the course is not only to pinpoint the similarities and differences in the agendas and strategies adopted by minority groups, but to indicate the interaction between "minority" politics and American politics as a whole.]

[LSP 366 Spanish in the United States (also LING 366 and SPANR 366)]

4 credits. Prerequisite: some knowledge of Spanish. Not offered 2002–2003. M. Suer. This course provides an examination of major Spanish dialects in the United States from a linguistic perspective. Contrast is made to the standard language. Topics include borrowing, interference, and code switching. Special emphasis is on syntactic, morphological, and phonological characteristics.]

[LSP 377 The United States (also ANTHR/AM ST 377)]

4 credits. Not offered 2002–2003.
V. Santiago-Irizarry. The anthropological inquiry into one's culture is never a neutral exercise. This course explores issues in the cultural construction of the United States as a "pluralistic" society. We look at the ideological context for the production of a cultural profile predicated upon ideas that are intrinsic to American images of identity such as individualism, freedom, and equality and the way these are applied in practice. The course readings include historic documents and accounts, popular writings, and recent ethnographies on the United States.]

LSP 386 Third Cinema (also FILM 386)

Spring. 4 credits. Prerequisite: previous course in film history or analysis helpful, though not mandatory. Time/day TBA.
A. Villarejo. This course explores postcolonial film and video through the rubric of "third cinema." We investigate the diverse historical, national, political, and generic commitments of films from Africa, South Asia, U.S. Latino, Latin America, and the United Kingdom. Readings in film and postcolonial theory guide our critical analyses of the film.

[LSP 396 U.S. Latino Prose Fiction (also SPANL 396)]

4 credits. Conducted in Spanish. Not offered 2002–2003. D. Castillo.]

LSP 398 Latino/a Cultural Practices (also ENGL 398)

Spring. 4 credits. M W 2:55–4:10.
M. P. Brady. This course explores Latino/a cultural work ranging from 'zines to comic books, architecture to film, music to sculpture, musicals to spoken word, theater to Internet sites. We consider how this work emerges in the context of U.S. engagements with Latin America and in the context of struggles for social and economic equality among ethnoracial groups in the U.S. We consider therefore the production of stereotypes (particularly in the nineteenth century) and the ongoing efforts of contemporary artists to dispel such stereotypes, to work along side them and to rework them. We also consider the relationship between cultural production, representation, and public policy. U.S. Latino/

a history is strongly recommended as a prerequisite, but not required.

[LSP 403 After Immigration (also S HUM 403, SPAN L 403)]

4 credits. Not offered 2002–2003.
D. Castillo.

Beginning with a close reading of Michael Jones-Correa's seminal study of Latinos in New York, *Between Two Nations*, we focus class discussion on recent Latin American immigration to the United States through two complementary perspectives and mediations on the immigrant experience: that of the individuals who have arrived in the U.S., and that of individuals who have chosen to remain in the countries of origin. The class studies films like *Neuva Yol* and *Jardin de Edén*, Latin American authors like Carlos Fuentes, Ana Lydia Vega, and Ariel Dorfman, and U.S. Latinos like Julia Alvarez, Francisco Goldman, and Cristina Garcia. Students are encouraged to do individually-tailored research projects that may include autobiographical or ethnographic elements as well as literary analysis and theoretical inquiries.]

[LSP 406 The Immigrant City: 1900–2000 (also S HUM 406, AM ST 406, HIST 412)]

4 credits. Not offered 2002–2003.
M. C. García.]

LSP 420/421 Undergraduate Independent Study

Fall and spring. 2–4 credits. Permission of instructor.
Guided independent study.

LSP 424/624 Ethnoracial Identity in Anthropology, Language, and Law (also ANTHR 424/624)

Spring. 4 credits. Time/day TBA.
V. Santiago-Irizarry. This course will examine the role that both law and language, as mutually constitutive mediating systems, occupy in constructing ethnoracial identity in the United States. We will approach the law from a critical anthropological perspective, as a signifying and significant sociocultural system rather than as an abstract collection of rules, norms, and cultural production and reproduction that contribute to the creation and maintenance of differential power relations. Course material will draw on anthropological, linguistic, and critical race theory as well as ethnographic and legal material to guide and document our analyses.

LSP 430 Immigrants, Membership and Citizenship (also GOVT 427, AM ST 430.4)

Fall. 4 credits. T 10:10–12:05.
M. Jones-Correa. Immigrants are increasingly important players in the politics and economies of industrialized societies. However, in many cases despite their residence in these societies, their membership and citizenship status is often in question. At times migrants are undocumented, living and working at the fringes of the protections and regulations afforded by the legal system. Or they may petition to enter as refugees, having to prove their right to stay. Even if residing permanently, immigrants may still not be citizens of their receiving country, or if they are, they may have dual nationality. This course explores the complications of membership and citizenship among migrants, refugees and immigrants, focusing largely on immigration to the United States.

[LSP 462 Between Aztlan and Queens: Latina Culture in the Making of Space (also ENGL 462)]

4 credits. Not offered 2002-2003.

M. P. Brady.

How do cultural practices like music and film produce space? What do freeways, zoning laws, advertising codes, and hiking trails have to do with literature? How have changing urban demographics and immigration shaped, even "Latinoized," cities, and how have these changes been reflected or restricted in Latino cultural production? How does paying attention to space change our reading practices? This interdisciplinary course examines these questions and explores how place and space shape Latina cultures and how Latina cultures shape place and space. We draw from scholarship in fields such as urban planning, law, architecture, geography, anthropology, literature, and history. Students should plan to do extensive reading, write two to three papers, and produce a substantial research paper.]

[LSP 610 Political Identity: Race, Ethnicity, and Nationalism (also GOVT 610)]

4 credits. Not offered 2002-2003.

M. Jones-Correa.

The social sciences generally treat ethnicity, nationalism and race as descriptive categories or variables, while avoiding actually defining these categories, or thinking about how they should be used. How should we go about describing ethnicity, nationalism, and race? Should we treat them as primordial or as social constructions? Much of the recent literature suggests the latter. If constructed, by whom are they constructed (or by what)? What constrains/structures these constructions? What purposes do these constructions serve? Whom do they serve? Are some constructions better representations of identity than others, and what does this mean? How should we go about applying these categories in political analysis?]

LSP 620/621 Graduate Independent Study

Fall, spring. 2 to 4 credits. Permission of instructor.

Guided independent study.

[LSP 660 Latino Languages, Ideology, and Practice (also ANTHR 660)]

4 credits. Not offered 2002-2003.

V. Santiago-Irizarry.

Cultural identity and citizenship in the United States have often been organized around linguistic difference and the issues this raises in an English-dominant society. Drawing from anthropological theories on language, this course looks at the place of language as a signifying practice in the United States by focusing on the experience of Latino communities. Topics explored include linguistic diversity and change, accommodation and resistance, language maintenance and shift, linguistic ideologies, the production of language hierarchies, and institutional applications of language.]

LSP 693 Gender, Globalization and Latino/a Literature (also ENGL 693)

Fall. 4 credits. M 1:25-3:20. M. P. Brady.

It is customary to date globalization as beginning at the end of World War II with the ensuing rapidity of international "development" and "modernization," the proliferation of transnational corporations, the end of the Cold War, and the crafting of the "geopolitical

control model" as Venezuelan Sociologist Rosa del Olmo terms it. Alternatively, globalization might be dated to the development of a mercantile system centered upon slavery. Such a contrapuntal account offers a reminder that what Anthony Giddens calls global capitalism's "emerging world market in labour" or what Rhacel Parreñas refers to as the new "international division of reproductive labor" has perhaps a longer history. This definition also has the advantage of drawing into the conversation about globalization a broader spectrum of public intellectuals including Phyllis Wheatley, Herman Melville, José Martí, María Amparo Ruiz de Burton, Ignacio Bonilla, and other nineteenth century thinkers. This course begins by studying their insights into the production of (racialized) gender within a world-labor-market system and then narrow its focus to concentrate on the particular analysis provided by Latino/a writers and artists including Denise Chavez, Hector Tobar, Francisco Goldman, Reinaldo Arenas, Alma Lopez, Ana Mendieta, Dianne Gamboa, and Laura Alvarez. Each offers a critique of socio-economic change through the lens of gender by complicating the notions of flexible citizenship and cosmopolitanism championed by many theorists of globalization (whom we also study, including Ong, Sassen, Castells, Giddens, Massey, Cheah, Sub. Marcos, and others). Put differently, this course analyzes how many Latina/o authors, and their precursors, illustrate the fissures and faultlines of a neoliberalism emerging as a new form of civilization.

LAW AND SOCIETY

M. Fineman, co-director, 208 Myron Taylor Hall, 255-2622, fineman@law.mail.cornell.edu; Anna Marie Smith, co-director, 161 McGraw Hall, 255-2708, ams3@cornell.edu, D. A. Dunning (psychology), G. Hay (economics), P. Hyams (history), R. Lieberwitz (ILR), R. Miller (philosophy), M. B. Norton (history), R. Polenberg (history), D. Powers (Near Eastern studies), J. Rabkin (government), V. Santiago-Irizarry (anthropology), P. Sawyer (english), H. Shue (ethics and public life)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. Students who wish to graduate with a concentration in law and society are strongly encouraged to *apply* in the fall of their *junior* year to allow ample time to fulfill the event attendance requirement. Applications will not be accepted after the fall semester of a student's senior year.

Upon submission of a completed application, each student will receive email confirmation of their acceptance into the concentration and a Law and Society Advisor will be assigned. Advisors help to plan a coherent program of study made up of **four** of the **approved courses**. At least two of the courses should fall outside the student's major and only two can be within the same subject area. Particular attention is drawn to GOVT 313 and PSYCH 265, which past students have often taken.

Courses not currently on the list may be substituted with approval of the advisor.

All students must attend at least **four** Law and Society **sponsored events**. Each student in the program will be added to an email list through which event announcements and other pertinent information will be circulated. The Law and Society Program is an activity of the Program on Ethics and Public Life. Inquiries can be directed to: the EPL Administrative Assistant, 240 Goldwin Smith Hall, 255-8515, epl@cornell.edu.

AM ST 336 Capitalism and Society in Developing America, 1607-1877 (also HIST 336)**ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context****ARME 320 Business Law I****ASIAN 338 Democracy and War (also HIST 338)****AS&RC 280 Racism in American Society (also HIST 280)****B&SOC 205 Ethical Issues in Health and Medicine (also S&TS 205)****B&SOC 406 Biotechnology and Law (also S&TS 406)****B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407)****B&SOC 427 The Politics of Environmental Protection in American (also GOVT 427, S&TS 427)****COM L 326 Christianity and Judaism (also RELST 326)****COM L 328 Literature of the Old Testament (also RELST 328)****COM L 429 Legal Issues in Business and Electronic Communication****CRP 380 Environmental Politics****CRP 451-551 Environmental Law****ECON 335 Public Finance and Resource Allocation****ECON 336 Public Finance: Resource Allocation and Fiscal Policy****ECON 404 Economics and the Law****GOVT 111 Introduction to American Government and Politics****GOVT 260 Social and Political Theory (also PHIL 260)****GOVT 294 Global Thinking (also PHIL 294)****GOVT 313 The Nature, Functions, and Limits of Law****GOVT 324 Legal Reasoning and Legal Adaptation****GOVT 327 Civil Liberties in the United States****GOVT 328 Constitutional Politics: The United States Supreme Court****GOVT 364 The Selfish Individual and the Modern World****GOVT 389 International Law**

GOVT 407 Law, Science, and Public Values (also B&SOC 407 and S&TS 407)

GOVT 410 Legislatures, Courts, and Public Policy

GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism

GOVT 462 Modern Political Philosophy (also PHIL 346)

GOVT 466 Feminism and Gender Discrimination (also WOMNS 466)

GOVT 469 Limiting War (also PHIL 369)

GOVT 474 Community, Nation, and Morality (also PHIL 446)

GOVT 489 International Law and Regime Development

HD 233 Children and the Law

HIST 318 American Constitutional Development

HIST 336 Capitalism and Society in Developing America, 1607-1877 (also AM ST 336)

HIST 338 Democracy and War (also ASIAN 338)

HIST 368 Marriage and Sexuality in Medieval Europe (also WOMNS 368)

HIST 372-652 Introduction to Islamic Law (also NES 351/651, RELST 350)

HIST 436 Conflict Resolution in Medieval Europe

HIST 440 Undergraduate Seminar in Recent American History

HSS 280 Racism in American Society (also AS&RC 280)

ILRCB 607 Values in Law, Economics, and Industrial Relations

NES 224 Introduction to the Hebrew Bible (also JWST 224, RELST 224)

NES 351/651 Introduction to Islamic Law (also HIST 372/652, RELST 350)

NES 357 Islamic Law and Society (also RELST 356)

NTRES 401 Environmental and Natural Resources Policies

PAM 230 Introduction to Policy Analysis

PAM 280 Race, Power, and Privilege in the United States

PAM 341 Economics of Consumer Law

PHIL 145 Contemporary Moral Issues

PHIL 241 Ethics

PHIL 242 Social and Political Philosophy (by petition for breadth requirement) (also GOVT 260)

PHIL 294 Global Thinking (also GOVT 294)

PHIL 319 Philosophy of Marx

PHIL 342 Law, Society and Morality

PHIL 346 Modern Political Philosophy (also GOVT 462)

PHIL 369 Limiting War (also GOVT 469)

PHIL 444 Contemporary Legal Thought

PHIL 446 Topics in Social and Political Philosophy (also GOVT 474)

PSYCH 265 Psychology and Law

RELST 326 Christianity and Judaism (also COM L 326)

RELST 328 Literature of the Old Testament (also COM L 328)

RELST 350 Introduction to Islamic Law (also NES 357)

RELST 356 Islamic Law and Society (also NES 357)

S&TS 406 Biotechnology and Law (also B&SOC 406)

S&TS 407 Law, Science, and Public Values (also GOVT 407 and B&SOC 407)

S&TS 427 Politics of Environmental Protection in America (also B&SOC 427, GOVT 427)

SOC 310 Sociology of War and Peace

SOC 326 Social Policy

SOC 354 Law and the Social Order

WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368)

WOMNS 466 Feminism and Gender Discrimination (also GOVT 466)

LESBIAN, BISEXUAL, AND GAY STUDIES

D. Bem, S. Bem, A. Berger, M. P. Brady, B. Correll, J. Culler, I. DeVault, N. Furman, J. E. Gainor, I. V. Hull, M. Jacobus, K. Jones, M. Katzenstein, T. Loos, K. March, S. McConnell-Ginet, K. McCullough, T. Murray, M. B. Norton, J. Peraino, J. Piedra, R. Savin-Williams, R. Schneider, A. M. Smith, A. Villarejo, R. Weil, A. Wilford

The field of Lesbian, Bisexual, and Gay Studies is devoted to the interdisciplinary study of the social construction of sexuality. LBG Studies is founded on the premise that the social organization of sexuality is best studied from the perspectives offered by those positions that have been excluded from established cultural norms.

In addition to offering a graduate minor, the field of LBG Studies offers an undergraduate concentration, which is administered under the auspices of the Women's Studies Program and which consists of four courses from the list below. Although most of the courses in LBG Studies (including those on men) generally fall under the aegis of the Women's Studies Program and are hence crosslisted with it, not all of the courses in Women's Studies are sufficiently focused enough on the social construction of sexuality per se to be part of the LBG Studies concentration. In order to qualify for the concentration, courses must devote a significant portion of their time to sexuality and to questioning the cultural and historical institution of exclusive heterosexuality. Students selecting their four courses from the LBG Studies subset must identify their concentration as either LBG Studies or Women's Studies; they cannot

double-count their credits and thereby use the same courses for both concentrations.

Students interested in the LBG Studies concentration should contact the Lesbian, Bisexual, and Gay Studies Office in 379 Uris Hall.

Courses

ANTHR 200 Cultural Diversity and Contemporary Issues
Fall. 3 credits. A. Wilford.
For description, see ANTHR 200.

ANTHR 321/621 Sex and Gender in Cross-Cultural Perspective (also WOMNS 321/631)
Fall. 4 credits. K. March.
For descriptions, see ANTHR 321/621.

ENGL 178 FWS: Queer Theory (also WOMNS 178)
Spring. 3 credits. E. Hanson.
For description, see ENGL 178.

ENGL 276 Desire (also WOMNS 276)
Spring. 4 credits. E. Hanson.
For description, see ENGL 276.

[ENGL 278 Queer Fiction (also WOMNS 279)
Not offered 2002-2003. E. Hanson.]

[ENGL 327 Shakespeare: Gender and Society (also WOMNS 327)
Not offered 2002-2003. B. Correll.]

ENGL 355 Decadence (also WOMNS 355)
Fall. 4 credits. E. Hanson.
For description, see ENGL 355.

[ENGL 395 Video: Art, Theory, Politics (also THEAT 395)
Not offered 2002-2003. T. Murray.]

[ENGL 424 Studies in Renaissance Lyric
Not offered 2002-2003. B. Correll.]

[ENGL 608 Seminar in Cultural Studies: Race, Drugs and Gender
Not offered 2002-2003. M. P. Brady.]

ENGL 651 The Sexual Child (also WOMNS 651)
Fall. 4 credits. E. Hanson.
For description, see ENGL 651.

[ENGL 654 Queer Theory (also WOMNS 654 and COM L 654)
Not offered 2002-2003. E. Hanson.]

[ENGL 655 Decadence (also WOMNS 656 and COM L 655)
Not offered 2002-2003. E. Hanson.]

[ENGL 660 Cinematic Desire (also AM ST 662 and WOMNS 661)
Not offered 2002-2003. E. Hanson.]

[ENGL 703 Theorizing Film: Race, Nation, and Psychoanalysis (also FRLIT 695)
Not offered 2002-2003. T. Murray.]

[FRLIT 493 French Feminisms (also WOMNS 493)
Not offered 2002-2003. N. Furman.]

[GERST 413 The Women around Freud
Not offered 2002-2003. B. Martin.]

[GERST 614 Gender at the Fin-de-siècle
Not offered 2002-2003. B. Martin.]

[GOVT 353 Feminist Movements and the State (also WOMNS 353)
Not offered 2002-2003. M. Katzenstein.]

[GOVT 415 Race, Gender, and Organization (also WOMNS 415)]
Not offered 2002-2003. M. Katzenstein and J. Reppy.]

GOVT 467 Radical Democratic Feminisms (also WOMNS 468)
Spring. 4 credits. A. M. Smith.
For description, see GOVT 467.

[GOVT 486 Gender, Nationalism, and Conflict (also WOMNS 487)]
Not offered 2002-2003. M. Katzenstein.]

[GOVT 762 Sexuality and the Law (also WOMNS 762)]
Not offered 2002-2003. A. M. Smith.]

HD 284 Introduction to Sexual Minorities (also WOMNS 285)
Fall. 3 credits. R. Savin-Williams.
For description, see HD 284.

HD 464 Sexual Minorities and Human Development (also WOMNS 467)
Spring. 4 credits. R. Savin-Williams.
For description, see HD 464.

HIST 378 Topics in U.S. Women's History (also WOMNS 378)
Fall. 4 credits. M. B. Norton.
For description, see HIST 378.

[HIST 480 Gender Adjudicated (also ASIAN 488 and WOMNS 480)]
4 credits. Not offered 2002-2003. T. Loos.]

HIST 626 American Women's History (also WOMNS 626)
Fall. 4 credits. M. B. Norton.
For description, see HIST 606.

LING 244 Language and Gender (also WOMNS 244)
Fall. 4 credits. S. McConnell-Ginet.
For description, see LING 244.

[MUSIC 492 Music and Queer Identity (also WOMNS 494)]
4 credits. Not offered 2002-2003. J. Peraino.]

[PSYCH 277 Social Construction of Gender (also WOMNS 277)]
3 credits. Not offered 2002-2003. S. Bem.]

PSYCH 450/650 Gender and Clinical Psychology (also WOMNS 450/650)
Fall. 4 credits.
For description, see PSYCH 450/650.

[SPAN L 384 Literature and Revolution]
Not offered 2002-2003. J. Piedra.]

[SPAN L 400 Maricoteoría/Queer Theory]
Not offered 2002-2003. J. Piedra.]

[THETR 320 Queer Theatre]
Not offered 2002-2003. J. E. Gainor and D. Matson.]

[THETR 336 American Drama and Theatre (also ENGL 336)]
Not offered 2002-2003. J. E. Gainor.]

THETR 339 Theories and Techniques of Twentieth-Century Western Theatre
Spring. 3 credits. R. Schneider.
For description, see THETR 339.

[THETR 436 The Female Dramatic Tradition (also WOMNS 433)]
Not offered 2002-2003. J. E. Gainor.]

[THETR 637 Seminar in Dramatic Theory]
Not offered 2002-2003. R. Schneider.]

WOMNS 211 Introduction to Feminist Theory
Fall. 4 credits. K. McCullough.
For description, see WOMNS 211.

[WOMNS 405/605 Domestic Television]
4 credits. Not offered 2002-2003. A. Villarejo.]

WOMNS 465 Feminist Theory/Lesbian Theory (also GERST 465 and COM L 465)
Spring. 4 credits. A. Villarejo.
For description, see WOMNS 465.

[WOMNS 610 Sexuality and the Politics of Representation (also THETR 610)]
Not offered 2002-2003. A. Villarejo.]

[WOMNS 621 Lesbian, Gay, Bisexual Studies (also GERST 621)]
Not offered 2002-2003. B. Martin.]

LINGUISTICS

S. McConnell-Ginet, acting chair—fall (206 Morrill Hall); J. Bowers, acting chair—spring (214 Morrill Hall); D. Zec, director of graduate studies (219 Morrill Hall); W. Harbert, director of undergraduate studies (210 Morrill Hall); D. Abusch, W. Browne, A. Cohn, C. Collins, M. Diesing, S. Hertz, A. Miller-Ockhuizen, A. Nussbaum, M. Rooth, C. Rosen, M. Suñer, M. Weiss, J. Whitman, J. Wolff. Visiting: R. Kim, B. Morén.

Linguistics, the systematic study of human language, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Linguistics and linguistic colleagues in other departments span most of the major subfields of linguistics: phonetics and phonology, the study of speech sounds; syntax, the study of how words are combined; semantics, the study of meaning; historical linguistics, the study of language change over time; and sociolinguistics, the study of language's role in social and cultural interactions.

Studying linguistics is not a matter of studying many languages. Linguistics is a theoretical discipline with ties to such areas as cognitive psychology, philosophy, logic, computer science, and anthropology. Nonetheless, knowing particular languages (e.g., Spanish or Japanese) in some depth can enhance understanding of the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101, a general overview, which is a prerequisite for most other courses in the field, or one of the first-year writing seminars offered in linguistics (on topics such as metaphor and the science of language). Linguistics 101 and other introductory courses fulfill the social science distribution requirement. Most 100- and 200-level courses have no prerequisites and cover various topics in linguistics (e.g.,

LING 170, Introduction to Cognitive Science; LING 285, Linguistic Theory and Poetic Structure) or focus on the linguistics of a particular geographic region or historical development of particular languages (e.g., LING 217, History of the English Language; LING 239, The Celtic Languages). Some of these courses also fulfill the breadth requirements.

Talks and discussions about linguistics are offered through the Undergraduate Linguistics Forum and the Linguistics Colloquium (sponsored by the department and the Cornell Linguistic Circle). These meetings are open to the university public and anyone wishing to learn more about linguistics is most welcome to attend.

The Major

For questions regarding the linguistics major, contact Professor Wayne Harbert (210 Morrill Hall, 255-8441, weh2@cornell.edu).

The prerequisite for a major in linguistics is the completion of LING 101 and either LING 201 or 203. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other standard requirements for the linguistics major are as follows:

- 1) LING 201 (Introduction to Phonetics and Phonology) or LING 203 (Introduction to Syntax and Semantics), whichever one was not taken as a prerequisite to the major
- 2) LING 314 (Historical)
- 3) Three of the following five courses, one of which must be either Phonology I or Syntax I:
LING 301 (Phonology I)
LING 303 (Syntax I)
LING 309 (Morphology)
LING 319 (Phonetics I)
LING 421 (Semantics I)
- 4) A course at or beyond the 300 level in the structure of English or some other language, or a typological or comparative structure course such as Linguistics 401 or Field Methods (LING 300)
- 5) One additional linguistics course for at least four credit hours, which may be a course with significant linguistic content in a related field.

Some substitutions to these standard requirements are possible after consultation with your adviser and approval by the DUS.

Honors

Applications for honors should be made during the junior year or by the start of fall term of the senior year. For further information, please contact the DUS. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors

will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be started in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. LING 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

First-Year Writing Seminars

For descriptions, consult the John S. Knight brochure for times, instructors, and descriptions.

Courses

LING 101 Introduction to Linguistics (III)

Fall or spring. 4 credits each term. Fall, C. Collins; spring, W. Harbert.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. The course focuses on the basic analytic methods of several subfields of linguistics including phonetics, phonology, morphology, syntax, semantics, language variation, language change, and psycholinguistics.

LING 109 English Words: Histories and Mysteries (also CLASS 109) # (III)

Fall. 3 credits. M. Weiss.

Where do the words we use come from? This course examines the history and structure of the English vocabulary from its distant Indo-European roots to the latest in technical jargon and slang. Topics to be discussed include formal and semantic change, taboo and euphemism, borrowing, new words from old, "learned" English loans from Greek and Latin, slang, and society.

[LING 131-132 Elementary Sanskrit (also CLASS 131-132 and SANSK 131-132)]

Not offered 2002-2003.

For description, see SANSK 131-132.]

[LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 102, and PSYCH 102)]

Not offered 2002-2003.

For description, see COGST 101.]

LING 201 Introduction to Phonetics and Phonology (III)

Spring. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor.

A. Miller-Ockhuizen, B. Morén.

An introduction to the study of human speech sounds and how they pattern in languages. The first part of the course focuses on phonetics: the production, acoustics, and perception of speech, with attention to both the common and the less common sounds of the world's languages. The second part of the course focuses on phonology: how human speech sounds pattern within and across languages, with an emphasis on the rules that govern these patterns and their possible representation.

LING 203 Introduction to Syntax and Semantics (III)

Fall. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor. M. Diesing.

This course focuses on language as a system of knowledge that enables native speakers to create and interpret the structures of their language. Part of the course considers issues of syntactic structure, such as the order of constituents, the hierarchical organization of grammars, and syntactic universals. The other part of the course focuses on meaning and interpretation, addressing such issues as the role of context, how information is structured, and how it is encoded in the syntax.

[LING 212 Language and Culture (III)]

Spring. 3 credits. Not offered 2002-2003; next offered 2003-2004. J. Whitman.

We often assume that there is a close relationship between differences in language and cultural variation. This course focuses on that relationship, beginning with an examination of the linguistic relativity hypothesis, which posits a link between basic properties of languages and crosscultural differences in world view. We also examine potential cultural determinants of variation in language: pronouns and honorific systems, systems of ritual and taboo in language, and the impact of narrative organization on grammar. Special attention is paid to 'extreme' forms of language: invented languages from Esperanto to Klingon; glossolalia and trance languages; language games and secret languages.]

LING 215/715 Psychology of Language (also PSYCH 215) (III)

For description, see PSYCH 215.

LING 217 History of the English Language (also ENGL 217) # (III or IV)

Fall. 4 credits. W. Harbert.

This course explores the development of the English language from its Indo-European beginnings to the present. Topics covered include changes in sound, vocabulary and grammatical structure, external influences, Old English, Middle English, Standard English, dialects, and World Englishes.

[LING 236 Introduction to Gaelic]

Spring. 3 credits. Not offered 2002-2003. W. Harbert.

This course is an introduction to the history, structure, and current status of the Scottish Gaelic language, oriented around elementary Gaelic texts.]

[LING 237 The Germanic Languages (III)]

Fall. 4 credits. Not offered 2002-2003.

W. Harbert, M. Diesing.

This course surveys the history, structure, and use of the modern Germanic languages (English, German, Dutch, Afrikaans, Swedish, Danish, Icelandic, Norwegian, Faroese, and Yiddish).]

[LING 238 Introduction to Welsh]

Fall. 3 credits. Not offered 2002-2003.

W. Harbert.

This course surveys the history, structure, cultural, and political situation of the Welsh language. It includes several sessions of elementary language instruction and a brief introduction to Welsh literature.]

[LING 239/539 The Celtic Languages (III)]

Fall. 4 credits. Graduate students register under LING 539. Not offered 2002-2003. W. Harbert.

This course surveys the history, structure, and political and social situation of the Celtic languages (Welsh, Scottish Gaelic, Irish Gaelic,

Breton, Cornish, and Manx). The course includes a few days of introductory language instruction in some of these languages.]

[LING 241 Yiddish Linguistics (also JWST 271) (III)]

Fall. 3 credits variable. Not offered 2002-2003; next offered 2003-2004. M. Diesing.

This course covers a wide variety of topics relating to the Yiddish language and Yiddish culture, including the structure of Yiddish, the history of the Yiddish language, Yiddish in America (the Yiddish revival, the role of the Yiddish press, etc.), Yiddish as a minority/dying language, and the influence of Yiddish on present-day American English. No previous knowledge of Yiddish required.]

[LING 242 Diversity in American English (III)]

Spring. 3 credits. Not offered 2002-2003; next offered 2003-2004. C. Collins.

This course is a basic introduction to the regional dialects of English spoken in the United States. It is linguistically oriented, introducing the relevant aspects of phonetics, phonology, morphology, and syntax where appropriate. There is an emphasis on the students discovering what features characterize their own dialects (if they speak American English). The class is also of use as an introduction to American English dialects for nonnative speakers of English.]

LING 244 Language and Gender (also WOMNS 244) (III)

Fall. 4 credits. For nonmajors or majors. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following: How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.

LING 246/546 Minority Languages and Linguistics (III)

Fall. 4 credits. Graduate students register under LING 546. W. Harbert.

This course examines minority languages from linguistic, social, and political perspectives. Topics discussed include language death (according to some projections the majority of the world's languages are in danger of becoming extinct by the end of this century), language maintenance efforts and the reasons they succeed or fail, bilingualism, language contact, official languages, linguistic rights, and related issues. A range of specific case studies are introduced, and each student is expected to research and report on aspects of the history, current situation, and future prospects of a minority language of his or her choosing.

LING 251-252 Intermediate Sanskrit (also CLASS 251-252 and SANSK 251-252) @

Satisfies language proficiency.

For description, see SANSK 251-252.

[LING 264 Language, Mind, and Brain (also COGST 264) (III)]

Spring. 4 credits. For nonmajors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 2002-2003. J. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270) (III)]

Not offered 2002-2003. For description, see PHIL 270.]

[LING 285/585 Linguistic Theory and Poetic Structure (also ENGL 296/585) (III or IV)]

Fall. 4 credits. Graduate students register under LING 585. J. Bowers.

Poems are among the most highly structured linguistic objects that human beings produce. While some of the devices used in poetry are arbitrary and purely conventional, most are natural extensions of structural properties inherent in natural language itself. The aim of this course is to reveal the ways poetry is structured at every level, from rhyme to metaphor, and to show how certain results of modern linguistics can usefully be applied to the analysis and interpretation of poetry. After introducing some of the basic concepts of modern phonology, syntax, and semantics, it is shown how literary notions such as rhyme, meter, enjambment, and metaphor can be formally defined in linguistic terms. These results are then applied to the analysis of particular poems and shown to yield novel and interesting insights into both their structure and interpretation.

[LING 300 Field Methods (III)]

Spring. 4 credits. Prerequisites: LING 201 and 203 or permission of instructor. Not offered 2002-2003. Staff.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.]

[LING 301-302 Phonology I, II (III)]

301, fall; 302, spring. 4 credits each term. Prerequisites: for LING 301, LING 201 or equivalent; for LING 302, LING 301 or permission of instructor. Fall, D. Zec; spring, B. Morén.

301 provides a basic introduction to phonological theory. The first half of the course focuses on basic principles of phonology, patterns of sounds, and their representations. In the second half, the nature of syllable structure and feature representations are explored. 302 provides further refinement of the issues investigated in 301, focusing in particular on metrical theory, Lexical Phonology, autosegmental phonology, and Prosodic Morphology.

[LING 303-304 Syntax I, II (III)]

303, fall; 304, spring. 4 credits each term. Prerequisites: for LING 303, LING 203; for LING 304, LING 303 or permission of instructor. C. Collins.

303 is an advanced introduction to syntactic theory within the Principles and Parameters/Minimalist frameworks. The topics covered include phrase structure, argument structure (unaccusative verbs, unergative verbs, double object constructions), principles of word order, and the binding theory. 304 is a continuation of 303, focusing on syntactic dependencies, including the theory of control, an examination of locality constraints on movement, covert versus overt movement, and the syntax of quantification. The purpose of the course is to develop the background needed for independent syntactic research.

[LING 308 Readings in Celtic Languages]

Fall or spring, depending on demand. 2 credits. Prerequisite: permission of instructor. W. Harbert.

Reading/discussion groups in Welsh or Scottish Gaelic.

[LING 309 Morphology (III)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor. B. Morén.

This course addresses the basic issues in the study of words and their structures. It provides an introduction to different types of morphological structures with examples from a wide range of languages. Special emphasis is given to current theoretical approaches to morphological theory.

[LING 311 The Structure of English: Demystifying English Grammar (also ENGL 313) (III or IV)]

Fall. 4 credits. M. Suñer.

Do you suffer from grammatical insecurity? In foreign language classrooms, do you find yourself at a loss because you don't know how grammatical terminology applies to English? This course makes English grammar accessible and comprehensible to native speakers who want to understand how the language they use so easily works. In addition to standard grammatical notions, the course considers dialectal variation, matters of style, how sentence structure conveys viewpoint, and other discourse phenomena.

[LING 314 Introduction to Historical Linguistics # (III)]

Spring. 4 credits. Prerequisite: LING 201 or permission of instructor. M. Weiss.

A survey of the basic mechanisms of linguistic change, with examples from a variety of languages.

[LING 315-316 Old Norse]

315, fall; 316, spring. 4 credits each term. J. Sigtryggsson.

Old Norse is a collective term for the earliest North Germanic literary languages: Old Icelandic, Old Norwegian, Old Danish, and Old Swedish. The richly documented Old Icelandic is the center of attention, and the purpose is twofold: the students gain knowledge of an ancient North Germanic language, important from a linguistic point of view, and gain access to the medieval Icelandic (and Scandinavian) literature. 315: The structure of Old Norse (Old Icelandic), phonology, and morphology, with reading of selections from the Prose-Edda, a thirteenth-century narrative based on the Eddaic poetry. 316: Extensive reading of Old Norse texts, among them selections from some of the

major Icelandic family sagas: Njals saga, Grettis saga, and Egils saga, as well as the whole Hrafnkels saga.

[LING 319 Phonetics I (III)]

Fall. 4 credits. Prerequisite: LING 201 or permission of instructor. A. Miller-Ockhuizen.

This course provides a basic introduction to the study of phonetics. Topics covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, and stress and intonation.

[LING 320 Phonetics II (III)]

Spring. 4 credits. Prerequisite: LING 319. A. Miller-Ockhuizen.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects are part of the course.

[LING 321#-322 History of the Romance Languages (also ROMS 321) (III)]

321, fall; 322, spring. 4 credits each term. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 2002-2003. C. Rosen.

321: Course covers: popular Latin; Pan-Romance trends in phonology, morphology, syntax, and the lexicon; regional divergence; non-Latin influences; and medieval diglossia and emergence of Romance standards. 322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.]

[LING 323 Comparative Romance Syntax (also ROMS 323) (III)]

Spring. 4 credits. Prerequisites: LING 101, or equivalent and qualification in any romance language. Offered alternate years. Not offered 2002-2003. C. Rosen.

Concise survey of romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.]

[LING 332 Philosophy of Language (also PHIL 332) (IV)]

For description, see PHIL 332.

[LING 333 Problems in Semantics (also PHIL 333 and COGST 333) (III or IV)]

Spring. 4 credits. Prerequisite: logic or semantics course or permission of instructor. Not offered 2002-2003; next offered 2003-2004. S. McConnell-Ginet, Z. Gendler Szabo.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus is on quantification. Languages offer a variety of resources for expressing generalizations: some, every, no, many, and other quantifying expressions that appear inside noun phrases; always, never, occasionally, and other adverbial quantifying expressions not associated with particular nominals;

constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*). How different are these resources and what might they imply about basic cognitive and linguistic capacities?]

[LING 347 Topics in the History of English (III)]

Spring. 4 credits. Prerequisite: LING 217, 314, a course in Old or Middle English, or permission of instructor. Not offered 2002–2003; next offered 2003–2004. W. Harbert. The course will treat specific topics in the linguistic history of the English language, selected on the basis of the particular interests of the students and the instructor. The topic area for 2000–2001 was morphological and syntactic change during the Early Middle English period—a period crucial to the development of the distinctive syntactic properties of Modern English.]

[LING 366 Spanish in the United States (also SPANR 366 and LSP 366) (III)]

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Not offered 2002–2003. M. Suñer. Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics.]

LING 390 Independent Study in Linguistics

Fall or spring. 1–4 credits variable. Prerequisite: LING 101 or permission of instructor. Staff. Independent study of linguistics topics not covered in regular curriculum for undergrads.

LING 401 Language Typology (III)

Spring. 4 credits. Prerequisite: LING 101 or equivalent. J. Whitman. Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertoire of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis is on systems of case, agreement, and voice.

[LING 403 Applied Linguistics and Second Language Learning (III)]

Fall. 4 credits. Prerequisite: at least one course in applied linguistics, linguistics, psychology, anthropology, communication, cognitive studies, education, or literary analysis; or permission of instructor. Not offered 2002–2003; next offered 2003–2004. Staff. This course is an introduction to the field of applied linguistics with focus on different domains of language research as they come to bear on the matter of second language learning. Thus, topics include developmental and experimental psychology of language, textual and discourse analysis, literacy, cognitive consequences of bilingualism, corpora and language teaching, and contact between first and second language communities.]

LING 404 Linguistic Structure of Japanese (also ASIAN 412) (III)

Spring. 4 credits. Prerequisites: JAPAN 102 or permission of instructor and LING 101 or equivalent introductory course in linguistics. Offered alternate years. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.

LING 405 Sociolinguistics (III)

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. R. Kim. The principal work of linguistics is to describe, analyze, and understand the regularities of language systems. How, then, are we to deal with irregularities and variability when they are observed in language? This course introduces and discusses the most significant issues in the study of language variation, and it examines some of the methodologies that have been developed to study variation in language use. We consider the observable interactions between linguistic variables and social factors (e.g., age, sex, ethnicity) and review the main generalizations about these factors that sociolinguistics has arrived at in the last three decades. Some of the problems associated with the quantification and measurement of nonlinguistic variables are discussed and we evaluate the various ways researchers have dealt with these problems.

[LING 406 Ethnolinguistics (III)]

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2002–2003; next offered 2003–2004. Staff. This course is an introduction to the study of pidgin and creole languages and the issues surrounding them both in and beyond linguistics. Topics covered include: genesis of pidgins and creoles; classification of pidgins and creoles; creoles and language universals; creoles and sociolinguistic variation; a module on Saramaccan Creole English; educational and language planning issues; sociohistorical issues; Black English.]

LING 407 Grammatical Structure of Spanish I (also SPANR 407) (III)

Fall. 4 credits. Prerequisite: proficiency in Spanish or permission of instructor. M. Suñer. This course seeks to equip the advanced student or the future language professional with practical insights into problem areas for foreign language learners with the aid of linguistic descriptions. The intent is to narrow the gap known to exist between the knowledge that a native speaker has and the incomplete one that a foreign language learner possesses.

[LING 408 Grammatical Structure of Spanish II (also SPANR 408) (III)]

Spring. 4 credits. Prerequisites: LING 101 and proficiency in Spanish or permission of instructor. Offered alternate years. Not offered 2002–2003; next offered 2003–2004. M. Suñer. Survey of Spanish morpho-syntax using contemporary theoretical models to highlight hidden patterns and generalizations. Topics may vary according to students' interests, but may include major clause types, word order possibilities, negation, agreement, and null categories.]

[LING 409 Structure of Italian (III)]

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 2002–2003; next offered 2003–2004. C. Rosen. Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include auxiliaries, modals,

clitics, reflexive constructions, agreement, impersonal constructions, causatives.]

[LING 410 History of the Italian Language (III)]

Spring. 4 credits. Prerequisites: LING 321 and either ITAL 201, 203, or equivalent. Offered alternate years. Not offered 2002–2003; next offered 2003–2004. C. Rosen. Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

[LING 411 History of the Japanese Language (also ASIAN 411) @ (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2002–2003. J. Whitman. An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.]

[LING 413 Topics in Historical Linguistics]

Fall. 4 credits. Prerequisite: LING 314 or permission of instructor. Not offered 2002–2003. W. Harbert, C. Rosen. Examines a selection of recent research illustrating a variety of productive and innovative approaches to problems in historical linguistics. Readings center on phonological and morphological evolution in the Romance and Germanic families. Students carry out guided research projects.]

LING 414 Second Language Acquisition I (also ASIAN 414) (III)

Fall. 4 credits. Prerequisite: permission of instructor. Y. Shirai. A survey of the quantitative and qualitative research literature on the acquisition of second and additional languages among the adult population. Research carried out in both experimental and natural settings is considered. Topics include: learner errors and errors analysis; contrastive analysis hypothesis; developmental and variability patterns in the acquisition of syntax, phonology and morphology, including the potential effects of typological and formal universals; pragmatics and discourse; the lexicon, social and cognitive factors in acquisition, communication, and learning strategies; theories of second language acquisition.

LING 415 Second Language Acquisition II (also ASIAN 417) (III)

Spring. 4 credits. Prerequisite: permission of instructor. Y. Shirai. This course examines various issues in second language acquisition research that is particularly relevant to foreign language teaching and learning. Topics covered include: the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction; the structure of second language proficiency.

[LING 417–418 History of the Russian Language (also RUSSA 401–402) (III)]

417, fall; 418, spring. 4 credits each term. Prerequisites: for LING 417, permission of instructor; for LING 418, LING 417 or equivalent. Offered alternate years. Not offered 2002–2003; next offered 2003–2004. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

LING 421 Semantics I (III)

Spring. 4 credits. Prerequisite: LING 203. M. Diesing.

This course introduces methods for theorizing about meaning within generative grammar. These techniques allow us to create grammars that pair syntactic structures with meanings. We look at several empirical areas in detail, among them complementation (combining heads with their arguments), modification, conjunction, definite descriptions, relative clauses, traces, bound pronouns and quantification. An introduction to logical and mathematical concepts used in linguistic semantics (such as set theory, functions and their types, and the lambda notation for naming linguistic meanings) is included in the course.

LING 422 Semantics II (III)

Fall. 4 credits. Prerequisite: LING 421 or permission of instructor. D. Abusch.

The course uses the techniques introduced in Semantics I to analyze linguistic phenomena including quantifier scope, ellipsis, and referential pronouns. Temporal and possible worlds semantics are introduced and used in the analysis of modality, tense, and belief sentences. The phenomena of presupposition, indefinite descriptions, and anaphora are analyzed in a dynamic compositional framework that formalizes the idea that sentence meaning effects a change in an information state.

[LING 424 Computational Linguistics (also COGST 424 and COM S 424) (III)]

Spring. 4 credits. Prerequisite: LING 203 or permission of instructor; COM S 114 is also recommended. Not offered 2002-2003. M. Rooth.

Steady progress in formalisms, algorithms, linguistic knowledge, and computer technology is bringing computational mastery of the syntax, morphology, and phonology of natural languages within reach. The course introduces methods for "doing a language" computationally, with an emphasis on approaches which combine linguistic knowledge with powerful computational formalisms. Topics: computational grammars, parsing, representation of syntactic analyses; finite state morphology; weighted grammars; feature constraint formalisms for syntax; treebank and other markup methodology; robust low-level syntax and semantics; and experimental-modeling methodology using large data samples.]

LING 425 Pragmatics (also PHIL 334) (III or IV)

Fall. 4 credits. Prerequisite: LING 201 or PHIL 231 or permission of instructor. D. Abusch.

An introduction to aspects of linguistic meaning which have to do with context and with the use of language. Topics include context change semantics and pragmatics, presupposition and accommodation, conversational implicature, speech acts, and the pragmatics of definite descriptions and quantifiers.

[LING 427 Structure of Hungarian (III)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Not offered 2002-2003; next offered 2003-2004. W. Browne.

Survey of phonology, morphology, and syntax of this non-Indo-European language. Topics to be stressed include vowel harmony, consonant assimilation; definite and indefinite conjugations, possessives, verb prefixes, causatives; and focus, word order, clause types, movement, intonation.]

[LING 430 Structure of Korean (also ASIAN 430) (III)]

Spring. 4 credits. Offered alternate years. Not offered 2002-2003. J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.]

[LING 431 Structure of an African Language (III)]

Spring. 4 credits. Prerequisite: LING 101 or permission of the instructor. Offered alternate years. Not offered 2002-2003; next offered 2003-2004. C. Collins.

A survey of the grammar of an African language in light of current linguistic theory.]

[LING 433 The Lesser-Known Romance Languages (also ROM S 433)]

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Not offered 2002-2003. C. Rosen.

The course surveys three or four Romance languages or dialects, examining their sound systems, grammars, and historical evolution from Latin. Includes some native speaker demonstrations. Readings represent both the modern languages and their earliest attested stages. Topics for fall 2001: Catalan, Romanian, a Northern Italian dialect, and a Rhetoromance language.]

LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436) (III)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, biology, neurobiology, or linguistics. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of Universal Grammar and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available (see COGST 450/LING 450/PSYCH 437).

[LING 437 Celtic Linguistic Structures (III)]

Spring. 4 credits. Prerequisite: LING 303. Not offered 2002-2003; next offered 2003-2004. W. Harbert.

This course treats selected topics in the syntax and morphosyntax of the modern Celtic languages.]

[LING 441 Introduction to Germanic Linguistics (also GERST 441) (III)]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2002-2003. W. Harbert.

Survey of major issues in historical Germanic linguistics.]

[LING 443-444 Linguistic Structure of Russian (also RUSSA 403-404) (III)]

443, fall; 444, spring. 4 credits each term. Prerequisites: for LING 443, LING 101 and permission of instructor; for LING 444, LING 443 or equivalent. Offered alternate years; next offered 2003-2004. W. Browne.

A synchronic analysis of the structure of modern Russian. LING 443 deals primarily with phonology and its relation to syntax and 444 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.]

LING 450 Lab Course: Language Development (also COGST 450 and PSYCH 437)

Spring. 2 credits. Prerequisite: COGST/HD/LING/PSYCH 436. B. Lust.

This laboratory course provides undergraduates with an introduction to hands-on research experience in the Cognitive Studies research labs and meets once a week in group format. It includes several structured modules dealing with topics covered in the survey course, COGST/HD/LING/PSYCH 436, Language Development. They include training in how to study and analyze original child language data, including the use of selected portions of a large database of child language data from many languages in the Cornell Language Acquisition Lab (CLAL), and training necessary to the collection and analysis of new child language data. Emphasis is placed on developing research methods in order to test hypotheses.

LING 451 Greek Comparative Grammar (also CLASS 421) (III)

Fall. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.

[LING 452 Latin Comparative Grammar (also CLASS 422) (III)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2002-2003. A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

[LING 454 Italic Dialects (also CLASS 424) (III)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2002-2003; next offered 2003-2004. A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.]

[LING 455 Greek Dialects (also CLASS 425) (III)]

Fall. 4 credits. Prerequisite: basic familiarity with classical Greek morphology. Not offered 2002–2003; next offered 2003–2004. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

[LING 456 Archaic Latin (also CLASS 426) (III)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 2002–2003. A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

[LING 457 Homeric Philology (also CLASS 427) (III)]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.

[LING 459 Mycenaean Greek (also CLASS 429) (III)]

4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2002–2003; next offered 2003–2004. A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

[LING 460 Sanskrit Comparative Grammar (III or IV)]

Spring. 4 credits. Prerequisite: reasonable familiarity with classical Sanskrit morphology. Not offered 2002–2003; next offered 2003–2004. A. Nussbaum.

A survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.]

[LING 474 Introduction to Natural Language Processing (also COGST 474 and COM S 474) (III)]

For description, see COM S 474.

[LING 485 Topics in Computational Linguistics (also COM S 485) (III)]

Fall. 4 credits. Prerequisite: LING 424 or LING/COM S 474. M. Rooth.

This laboratory course is concerned with broad-coverage computational grammars, computational methodology for addressing linguistic questions, and programming and experimental environments for computational linguistics. Course work includes an experimental project.

[LING 493 Honors Thesis Research]

Fall. 4 credits. Staff.

May be taken before or after LING 494, or may be taken independently.

[LING 494 Honors Thesis Research]

Spring. 4 credits. Staff.

May be taken as a continuation of, or before, LING 493.

[LING 531 Topics in Cognitive Studies (also BIO NB 531, COGST 531, COM S 531, PHIL 531, PSYCH 531)]

For description, see COGST 531.

[LING 601 Topics in Phonological Theory]

Fall. 4 credits variable. Prerequisites: LING 301 and 1 higher-level course in phonology. B. Morén.

Selected topics in current phonological theory.

[LING 602 Topics in Morphology]

Fall. 4 credits. Prerequisites: LING 301 or 303 or permission of instructor. Not offered 2002–2003. D. Zec.

Selected topics in current morphological theory.]

[LING 604 Research Workshop]

Fall. 2 credits. S-U grade only. Required of third-year linguistics graduate students. S. McConnell-Ginet.

This course provides a forum for presentation and discussion of ongoing research, and development of professional skills. Participants must enroll in a concurrent independent study with a special committee member, or a relevant workshop.

[LING 606 Historical Syntax]

Fall. 4 credits. Prerequisite: LING 303. Not offered 2002–2003; next offered 2003–2004. C. Rosen.

A course on change in language structure, beginning with an overview of widely attested types of syntactic change and proceeding to an introduction of current theoretical treatments. Topics covered include grammaticalization, word order change, and the interplay between morphological and syntactic change. Assumes a basic background in syntax.]

[LING 609 SLA and the Asian Languages (also ASIAN 610)]

Fall. 4 credits. Prerequisite: LING 414–415 or permission of instructor. Not offered 2002–2003. Y. Shirai.

This course surveys the literature on the acquisition of Asian languages both in first and second language. We mainly focus on Japanese, Korean, Chinese (Mandarin/Cantonese), but other languages (Thai, Malay, Vietnamese, Burmese, Tagalog, etc.) may be dealt with, depending on faculty/student interest.]

[LING 616 Topics in Syntactic Theory]

Fall. 4 credits variable. Prerequisite: LING 304 or permission of instructor. M. Diesing.

An examination of recent developments in syntactic theory, including “minimalist” approaches to phrase structure, derivations/representations and the nature of economy conditions, and parametric differences.

[LING 617–618 Hittite]

617, fall; 618, spring. 4 credits each term. Prerequisites: for LING 617, permission of instructor; for LING 618, LING 617 or permission of instructor. Not offered 2002–2003. Staff.

An introduction to the cuneiform writing system and the grammar of Hittite, followed by the reading of selected texts.]

[LING 619 Rigveda]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. C. Minkowski.

Reading and linguistic analysis of selected Vedic hymns.]

[LING 620 Comparative Grammar of Anatolian (also NES 623)]

Spring. 4 credits. Prerequisite: LING 617. Not offered 2002–2003. M. Weiss.

Introduction to the historical phonology and morphology of the Anatolian languages. Knowledge of Hittite and Luvian recommended but not required.]

[LING 621 Avestan and Old Persian (also NES 621)]

Fall. 4 credits. Prerequisite: a basic knowledge of Sanskrit forms and morphology syntax. Not offered 2002–2003. M. Weiss.

Linguistically-oriented readings of Old Persian and Avestan.]

[LING 623–624 Old Irish I, II]

623, fall; 624, spring. 4 credits each term.

Prerequisite for LING 624: LING 623 or permission of instructor. Not offered 2002–2003. Staff.

An introduction to “classical” Old Irish for students with no previous experience with the language.]

[LING 625 Middle Welsh]

Spring. 4 credits. Prerequisite: permission of instructor. W. Harbert.

Students develop a reading knowledge of Middle Welsh through translating selections from prose and poetry. Emphasis is on the prose tales, including the *Mabinogi*. No familiarity with Welsh is assumed.

[LING 627 Advanced Old Irish]**[LING 629 Old Avestan (also NES 622)]**

Fall. 4 credits. Prerequisite: LING 621. Not offered 2002–2003. M. Weiss.

Linguistically and philologically oriented reading of the *Gathas* of Zarathustra and the *Yasna Haptanhaiti*. Some knowledge of Sanskrit required.]

[LING 631 Comparative Indo-European Linguistics]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002–2003. Staff.

An introduction to the comparative grammar of the Indo-European languages.]

[LING 633 Language Acquisition Seminar (also COGST 633 and HD 633)]

Fall. 1–4 credits. Prerequisite: LING 436 or equivalent or permission of instructor. B. Lust.

This seminar reviews and critiques current theoretical and experimental studies of first-language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention is also given to the development of research proposals.

[LING [635]–636 Indo-European Workshop]

[635, fall]; 636, spring. 4 credits each term. Prerequisite: permission of instructor. 635 not offered 2002–2003. M. Weiss.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of “minor” IE languages.

LING 637 Introduction to Tocharian

Fall. 4 credits. Prerequisite: knowledge of other ancient IE language and historical linguistics methods. M. Weiss.
Introduction to the grammar of Tocharian A and B.

LING 638 Comparative Grammar of Tocharian

Spring. 4 credits. Prerequisite: LING 637. R. Kim.
Introduction to the historical phonology and morphology of Tocharian A and B.

[LING 643 Topics in Historical Germanic Phonology]

Spring. 4 credits. Prerequisite: LING 441. Not offered 2002-2003. W. Harbert.
The development of the sound system from Proto-Germanic to its daughter languages.]

[LING 644 Topics in Historical Germanic Syntax]

Fall. 4 credits. Prerequisite: LING 441. Not offered 2002-2003. W. Harbert.
A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

LING 645 Gothic

Fall. 4 credits. Prerequisite: LING 101. Offered alternate years. W. Harbert.
Linguistic structure of Gothic, with extensive readings of Gothic texts.

[LING 646 Old High German, Old Saxon (also GERST 658)]

Spring. 4 credits. Prerequisite: LING 101. Offered alternate years. Not offered 2002-2003. W. Harbert.
This course combines a survey of the linguistic history and structure of Old High German and Old Saxon with extensive readings from the major documents in which they are recorded. Reading knowledge of Modern German is highly recommended.]

[LING 648 Speech Synthesis by Rule]

Spring. 4 credits. Prerequisite: LING 301, 319, or permission of instructor. Offered alternate years. Not offered 2002-2003; next offered 2003-2004. S. Hertz.
Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model is proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

[LING 649 Structure of Old English]

Spring. 4 credits. Prerequisite: LING 441. Offered alternate years. Not offered 2002-2003. W. Harbert.
Linguistic overview of Old English, with emphasis on phonology and syntax.]

[LING 653-654 Seminar in Southeast Asian Linguistics]

653, fall; 654, spring. 4 credits each term. Prerequisite: LING 303 or permission of instructor. LING 653 is not a prerequisite for 654. Not offered 2002-2003. J. Wolff.

Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

[LING 655-656 Seminar in Austronesian Linguistics]

655, fall; 656, spring. 4 credits each term. Prerequisites: for LING 655, LING 101 and permission of instructor; for LING 656, LING 655. Not offered 2002-2003. J. Wolff.
Descriptive and comparative studies of Malayo-Polynesian languages.]

[LING 659 Seminar in Vedic Philology (also ASIAN 659 and CLASS 659)]

Not offered 2002-2003.
For description, see ASIAN 659.]

[LING 661 Old Church Slavonic (also RUSSA 601)]

Fall. 4 credits. Prerequisite: students must know a Slavic or Indo-European language. This course is prerequisite to LING 662 and LING 671. Offered alternate years. Not offered 2002-2003. W. Browne.
Grammar and reading of basic texts.]

[LING 662 Old Russian Texts (also RUSSA 602)]

Spring. 4 credits. Prerequisite: LING 661. Offered alternate years. Not offered 2002-2003. W. Browne.
Grammatical analysis and close reading of Old Russian texts.]

[LING 671-672 Comparative Slavic Linguistics (also RUSSA 651-652)]

Fall, 671; spring, 672. 4 credits each term. Prerequisites: for LING 672, LING 661 taken previously or simultaneously or permission of instructor. Offered alternate years. Not offered 2002-2003. W. Browne.
Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.]

LING 700 Seminar

Fall or spring, according to demand. Credit to be arranged.
Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

LING 701-702 Directed Research

701, fall; 702, spring. 1-4 credits. Hours to be arranged. Staff.

MATHEMATICS

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K. Brown, chair; A. Back, G. Bailey, D. Barbasch, Y. Berest, L. Billera, T. Brendle, K.-U. Bux, S. Chase, I. Chatterji, M. Cohen, J. Conant, R. Connelly, R. K. Dennis, M. Dindos, R. Durrett, E. Dynkin, C. Earle, J. Escobar, M. Fickus, L. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, J. Hubbard, J. Hwang, Y. Ilyashenko, P. Kahn, G. Lawler, A. Mareno, A. Meadows, R. Miller, I. Mitrea, M. Morley, A. Nerode, M. Nussbaum, I. Peeva, R. Perez, R. Ramakrishna, J. Ramirez, O. Rothaus, L. Saloff-Coste, A. Schatz, J. Schweinsberg, S. Sen, R. A. Shore,

R. Sjamaar, J. Smillie, B. Smith, L. Smithline, A. Solomon, B. Speh (DUS), M. E. Stillman (DGS), R. Strichartz, E. Swartz, M. Terrell, R. Terrell, H. Tsai, A. Vladimirovsky, K. Vogtmann, L. Wahlbin, B. H. West, J. West, M. Yakimov, D. Zaffran (Emeritus: J. Bramble, R. Farrell, H. Kesten, G. R. Livesay, L. E. Payne, A. Rosenberg, M. Sweedler)

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, combinatorics, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, professional level and mathematics education courses; 6, 7, graduate courses. The subject matter of courses is often indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra and combinatorics; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In courses with numbers below 700, students will receive letter grades, with the exception of nonmathematics majors who have requested an S-U grade.

Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement," p. 6-11.

The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike, and can be broad or narrow. It can also be combined easily with serious study in another subject in the physical, biological, or social sciences by means of a double major and/or concentration. For example, a double major in mathematics and computer science is facilitated by the concentration in computer science (requirement 4, option b) described below. This concentration permits a student to use certain computer science courses to satisfy the requirements of both majors. Questions concerning the major should be brought to a departmental representative.

Prerequisites

The traditional prerequisites are MATH 221–222, 223–224, or 293–294. A unit on infinite series is required. Such a unit is offered in MATH 112, 122 and 192. Normally students will be admitted to the major only when they have grades of B– or better in all 200-level mathematics courses taken. Alternative prerequisites are MATH 213 and 231, normally with grades of B+ or better.

Requirements

There are five requirements for the major:

1. COM S 100. Students are urged to take this course before the end of their sophomore year.
2. Two courses in algebra. Eligible courses are
MATH 431 or 433
MATH 432 or 434
MATH 332 or 336
(Credit for both MATH 332 and MATH 336 will be granted only if both were taken during or before spring 2002 or by a mathematics major graduating in or before spring 2003.)
3. Two courses in analysis. Eligible courses are MATH 311, 321, 323, 413, 414, 418, 420, 422, 424, 425, 427, 428. (MATH 411 has been discontinued and replaced by MATH 311. Students may not receive credit for MATH 311 if they have received credit for MATH 411.)
4. Further high-level mathematical courses. Any one of (a), (b), (c), (d), (e) below is sufficient. The five alternatives below do not exhaust the possibilities. A mathematics major interested in a concentration in a subject different from those below may develop a suitable individual program in consultation with his/her major adviser.
 - (a) Four additional Mathematics courses numbered 300 or above
 - (b) **Concentration in Computer Science:** Five additional courses from (i) and (ii) below, of which at least one is from (i) and three are from (ii)
 - (i) Mathematics courses numbered 300 or above
 - (ii) Computer Science courses numbered 300 or above
 - (c) **Concentration in Operations Research:** Five additional courses from (iii) and (iv) below, of which at

least one is from (iii) and three are from (iv)

- (iii) Mathematics courses numbered 300 or above
 - (iv) Courses in Operations Research and Industrial Engineering in which the primary focus involves mathematical techniques. Undergraduate courses include OR&IE 320–462 excluding OR&IE 350, 414, and 416. Many Operations Research graduate courses are also allowed. Students should consult with their advisers.
- (d) **Concentration in Economics:** Five additional courses from (v), (vi), and (vii) below, as follows: one course from (v), three courses from (vi), and a fifth course from any of (v), (vi), or (vii). However, Mathematics 472 and Economics 319 cannot **both** be used to satisfy these requirements.
- (v) Mathematics courses numbered 300 or above
 - (vi) Economics courses with significant mathematical content. Eligible courses are ECON 318, 319, 320, 416, 419, 450 (also ARME 450), 467, 609, 610, 613, 614, 619, 620, 717, 756.
 - (vii) Courses in Operations Research with significant mathematical content and dealing with material of interest in economics; e.g., OR&IE 320, 321, 432, 435, and the sequence 475–476. However, the student may, with the adviser's approval, select an OR&IE course that satisfies the basic intent of the requirement but is not in this list.
- (e) **Concentration in Mathematical Physics:** Five additional courses from (viii) and (ix) below, of which at least one is from (viii) and three are from (ix).
- (viii) Mathematics courses in analysis, geometry, algebra and combinatorics, probability and statistics, and mathematical logic. Eligible courses are MATH 311, 321, 323, 401, 413, 414, 420, 418 or 422, 423, 424, 425, 427, 428, 431 or 433, 432 or 434, 436, 441, 442, 451, 452, 453, 454, 455, 471, 472, 474, 481, 482, 483, 486.
 - (ix) Physics courses that make significant use of advanced mathematics. Eligible courses are PHYS 316, 317, 318, 327, 341, 443, 444, 454, 455, 480.
5. One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters. *This course cannot be used to satisfy any of the other requirements for the major.* Serious mathematical content includes, but is not limited to, extensive use of calculus or linear algebra. Even if the Physics concentration has been selected, PHYS 116, 208, 213, or 217 may

be used to satisfy the modeling requirement, but no other 100-level Physics course, nor PHYS 207 or 209 may be used. COM S 211 satisfies the modeling requirement provided the Computer Science concentration has **not** been selected. Any course from another department that would satisfy one of the concentrations requirements may be used to fulfill the modeling requirement, provided the course is not also used to fulfill the concentration requirement. Some courses in biology, chemistry and other fields can fulfill the modeling requirement. Students should consult with their advisers.

A course may be counted toward the mathematics major only if a grade of C– or better is received for that course.

Major advisers can alter these requirements upon request from an advisee, provided the intent of the requirements is met.

Honors Program

The Department of Mathematics awards honors (cum laude) and high honors (magna cum laude and summa cum laude) to graduating mathematics majors who have demonstrated outstanding ability in the major program.

The awards are determined by the Mathematics Major Committee in the latter part of the semester prior to graduation. The committee will primarily be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400 level or beyond. Participation in the Honors Seminar (MATH 401) for one semester, or independent study at a high performance level can also contribute to honors. Students interested in honors should consult their major advisors concerning suitable courses.

One route through which a student may earn high honors is to write a senior thesis and present it orally. This project is carried out during the senior year under the supervision of a member of the Mathematics Department faculty. Outstanding performance in graduate classes can also contribute to high honors. Students interested in high honors should consult their major advisors and the chair of the department's Mathematics Major Committee during the second semester of their junior year.

Teacher Education in Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. CTE (Cornell Teacher Education) is a program situated in the Department of Education. Most CTE students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students completing the graduate program will earn the master's degree required for permanent certification in New York and most other states.

Mathematics students in CTE must complete all the requirements for a mathematics major (or its equivalent) including MATH 403, 408, 451, 507, and a probability/statistics course. There are a number of education courses required. Some of the required mathematics and education courses will be taken in the graduate fifth year.

For more information, contact the CTE Student Support Specialist at 255-9255 or Avery Solomon (Mathematics, aps5@cornell.edu), or David Henderson (Mathematics, dwh2@cornell.edu).

Studying Mathematics Outside the Major

The College of Arts and Sciences and the Department of Mathematics offer no minor in mathematics; however, some other scientific departments in the college offer, within their own majors, concentrations in mathematics and mathematics-related fields. A student interested in such a concentration should consult the Director of Undergraduate Studies of his/her major department.

The Engineering College offers a minor in applied mathematics that is open to any undergraduate in that college. The minor is sponsored jointly by the Department of Mathematics and the Department of Theoretical and Applied Mechanics, and is administered by the latter department. Engineering students interested in this minor should contact Professor Richard Rand of the Department of Theoretical and Applied Mechanics (255-7145; rhr2@cornell.edu). Information about the minor is also available at www.math.cornell.edu.

The Mathematics Department welcomes into its upper-level courses students from all colleges, schools, and departments at Cornell. In particular, undergraduates who wish to pursue serious study of mathematics, whether within or to complement their own major fields, are encouraged to consult with the department. The department's Director of Undergraduate Studies and other faculty can provide assistance in selecting appropriate areas of study and individual courses.

Distribution Requirement

The mathematics courses that can be used to satisfy the Group II (Quantitative and Formal Reasoning) part of the Arts College distribution requirements are indicated by the symbol "(II)" next to the title of the course.

Basic Sequences

Precalculus

Description	Courses
1) Algebra and trigonometry to prepare students for calculus	MATH 109* or EDUC 005*
2) Algebra, analytic geometry, elements of calculus	EDUC 115*

*MATH 109, EDUC 005, and EDUC 115 do not carry credit for graduation in the Arts College.

Students who want a second semester of mathematics after EDUC 115 may take MATH 105 or, if they need more calculus, MATH 106 or 111.

Calculus

Description	Mathematics Courses
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111-112-213

- 2) Calculus for engineers (also taken by some physical science majors) 190/191-192-293-294
- 3) Prospective mathematics majors and others who expect to take advanced courses in mathematics: many sequences are possible. For example, 111-112-221-222; or 121-122-221-222; or 121-122-223-224; or the engineering sequence 190/191-192-293-294; or a mix of the above. There is no specifically "approved" basic sequence for mathematics majors. Students should consult with their advisers for each individual case.

MATH 190 or 191 may be substituted for 111 in sequences 1 and 3. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take the 3-semester sequence may learn some linear algebra by taking Mathematics 231.

Special-Purpose Sequences

Description	Mathematics Courses
1) Finite mathematics and calculus for life and social science majors	105-106
2) Other possible finite mathematics and calculus sequence	105-111
3) Calculus and statistics sequences	106-171 111-171

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. Students with excellent performance in MATH 106 may follow that course with MATH 112 or 122. The courses in each of the calculus and statistics sequences may be taken in either order, since no calculus background is required for MATH 171. Each of the sequences listed here satisfies the mathematics requirement for most medical schools.

Switching between calculus sequences is often difficult, especially at the 200 level. Students should not attempt such a switch without consulting the Director of Undergraduate Studies.

Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

106, 111, 121, 190, 191
112, 122, 192
213, 222, 224, 293
221, 231, 294
332 and 336*
336 and 436
411 and 413
431 and 433
432 and 434

*Credit for both MATH 332 and MATH 336 will be granted only if both were taken during or before spring 2002 or by a mathematics major graduating in or before spring 2003.

Fees

In some courses there may be a small fee for computer lab use or for photocopying materials to be handed out to students.

Summer Courses

A list of mathematics courses usually offered every summer can be found in the School of Continuing Education and Summer Sessions section of this catalog. Students interested in taking summer courses in mathematics should consult the Mathematics Department website (www.math.cornell.edu). A tentative summer listing may be available as early as October.

Undergraduate Course Offerings

Please visit www.math.cornell.edu for further information and up-to-the-minute corrections.

Foundation courses: 105, 106, 109, 111, 112, 121, 122, 190, 191, 192, 213, 221, 222, 223, 224, 231, 293, 294

Mathematics Education: 408, 451

History of Mathematics: 403

General and Liberal Arts Courses: 103, 171, 401, 402, 408

Analysis: 311, 413, 414, 418

Algebra and Number Theory: 332, 336, 431, 432, 433, 434, 436

Combinatorics: 441, 442

Geometry and Topology: 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 471, 472

Mathematical Logic: 281, 384, 481, 482, 483, 486

Applied Analysis and Differential Equations: 321, 323, 420, 422, 424, 425, 427, 428

MATH 103 Mathematical Explorations (II)

Fall, spring, summer. 3 credits. This course may be used to satisfy the distribution requirement in mathematics.

This course is for students who wish to experience how mathematical ideas naturally evolve. The homework consists of the students actively investigating mathematical ideas. The course emphasizes ideas and imagination as opposed to techniques and calculations. Topics vary depending on the instructor and are announced (www.math.cornell.edu) several weeks before the semester begins. Some assessment is done through writing assignments.

MATH 105 Finite Mathematics for the Life and Social Sciences (II)

Fall. 3 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.

This course is an introduction to linear algebra, probability, and Markov chains which develops the parts of the theory most relevant for applications. Specific topics include: equations of lines, the method of least squares, solutions of linear systems, matrices; basic concepts of probability, permutations, combinations, binomial distribution, mean and variance, and the normal approximation to the binomial. Examples from biology and the social sciences are used.

MATH 106 Calculus for the Life and Social Sciences (II)

Spring. 3 credits. Prerequisite: readiness for calculus, such as can be obtained from 3 years of high school mathematics

(including trigonometry and logarithms) or any of the following Cornell courses: MATH 105, MATH 109, or EDUC 115. MATH 111, rather than 106, is recommended for those planning to take 112.*

Course serves as an introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology and the social sciences are used.

MATH 109 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation.

This course is designed to prepare students for MATH 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

MATH 111-112 Calculus

Calculus is the study of functions and processes from the point of view of how they are changing. What can we know of a function from the rate at which it changes? What is the cumulative effect of infinitely many infinitesimal changes? MATH 111 and 112 aim to provide, to students with little or no prior exposure to calculus, the knowledge that calculus is *useful*, in that its applications to the physical, biological, and social sciences have shaped our world, and *beautiful*, in that it represents a breathtaking attempt of the human mind to capture the infinitely large and the infinitely small. These courses seek to provide basic understanding, technical skills, and sample applications in various fields for the very broad range of students who take them. Topics are studied (as appropriate) by analytic, numerical, and graphical methods. These courses sometimes offer one or more sections with small-group projects. (See the Supplement to the Course and Room Roster.)

MATH 111 Calculus I (II)

Fall, spring, summer. 4 credits. Prerequisite: MATH 109 or 3 years of high school mathematics, including trigonometry and logarithms.*

Course topics include: functions and graphs, limits and continuity, differentiation and integration of algebraic, trigonometric, inverse trig, logarithmic, and exponential functions; applications of differentiation, including graphing, max-min problems, tangent line approximation, implicit differentiation, and applications to the sciences; the mean value theorem; and antiderivatives, definite and indefinite integrals, the fundamental theorem of calculus, substitution in integration, the area under a curve. Graphing calculators are used, and their pitfalls are discussed, as applicable to the above topics.

MATH 111 can serve as a one-semester introduction to calculus or as part of a two-semester sequence in which it is followed by MATH 112 or 122.

MATH 112 Calculus II (II)

Fall, spring, summer. 4 credits. Prerequisite: MATH 111 with a grade of C or better or excellent performance in MATH 106. Those who do well in MATH 111 and expect to major in mathematics or a strongly mathematics-related field should take 122 instead of 112.*

Course focus is on integration: applications, including volumes and arc length; techniques of integration, approximate integration with error estimates, improper integrals, differential equations (separation of variables, initial

conditions, systems, some applications). Also covered are infinite sequences and series: definition and tests for convergence, power series, Taylor series with remainder, and parametric equations.

MATH 121 Honors Calculus (II)

Fall. 4 credits. Prerequisite: 3 years of high school mathematics with average grade of A- or better, or permission of the department.*

This is a first-semester course in calculus intended for students who have been quite successful in their previous mathematics courses. The syllabus for the course is quite similar to that of MATH 111; however, the approach is more theoretical and the material is covered in greater depth.

MATH 122 Honors Calculus (II)

Fall, spring. 4 credits. Prerequisite: 1 semester of calculus with a high performance or permission of the department. Students planning to continue with MATH 213 are advised to take 112 instead of this course.*

Topics covered include: differentiation and integration of elementary transcendental functions, techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in MATH 112.

MATH 171 Statistical Theory and Application in the Real World (II)

Fall, spring, summer. 4 credits. Prerequisite: high school mathematics.

This introductory statistics course discusses techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these techniques. Topics include: population and sample distributions, central limit theorem, statistical theories of point estimation, confidence intervals, testing hypotheses, the linear model, and the least squares estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer is used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with computers is presumed.)

MATH 190 Calculus for Engineers (II)

Fall. 4 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.*

Course topics include: plane analytic geometry, differential and integral calculus, and applications. This course is restricted to engineering students who have had no previous successful experience with calculus. Students who have had such experience but wish a first-semester calculus course should take MATH 191.

MATH 191 Calculus for Engineers (II)

Fall, spring, summer. 4 credits. Prerequisite: 3 years of high school mathematics including trigonometry and logarithms, plus some knowledge of calculus.*

Course topics include: plane analytic geometry, differential and integral calculus,

and applications. MATH 191 covers essentially the same topics as 190, but is designed for students with some previous successful experience with calculus.

MATH 192 Calculus for Engineers (II)

Fall, spring, summer. 4 credits. Prerequisite: MATH 190 or 191.*

Course topics include: polar coordinates, infinite series, and power series. Also covered are: vectors and calculus of functions of several variables through double and triple integrals.

MATH 213 Calculus III (II)

Fall, spring. 4 credits. Prerequisite: MATH 112, 122, or 192.*

Course topics include: vectors and vector-valued functions; multivariable and vector calculus including multiple and line integrals; first- and second-order differential equations with applications; systems of differential equations; and elementary partial differential equations. This course is designed for students who wish to master the basic techniques of calculus, but whose major will not require a substantial amount of mathematics. The course may emphasize different topics in the syllabus in different semesters.

MATH 221 Linear Algebra and Differential Equations (II)

Fall, spring. 4 credits. Prerequisite: 2 semesters of calculus with high performance or permission of the department.*

Course covers linear algebra and differential equations. Topics include: vector algebra, linear transformations, matrices, and linear differential equations, as well as an introduction to proving theorems. This course is especially recommended for students who plan to major in mathematics or in a strongly related field.

MATH 222 Multivariable Calculus (II)

Fall, spring. 4 credits. Prerequisite: MATH 221.*

Course topics include: multivariable and vector differential and integral calculus, including multiple, line, and surface integrals. This course is especially recommended for students who plan to major in mathematics or in a strongly related field.

MATH 223 Theoretical Linear Algebra and Calculus (II)

Fall. 4 credits. Prerequisite: 2 semesters of calculus with a grade of A- or better, or permission of instructor.*

Course topics include: vectors, matrices, and linear transformations; differential calculus of functions of several variables; inverse and implicit function theorems; quadratic forms, extrema, and manifolds; multiple and iterated integrals. MATH 223-224 provides an integrated treatment of linear algebra and multivariable calculus designed for students who have been highly successful in their previous calculus courses.

MATH 224 Theoretical Linear Algebra and Calculus (II)

Spring. 4 credits. Prerequisite: MATH 223.*

Course topics include: vector fields; line integrals; differential forms and exterior derivative; work, flux, and density forms; integration of forms over parametrized domains; and Green's, Stoke's, and divergence theorems.

*See the list of courses with overlapping content at the end of the introduction.

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MATH 231 Linear Algebra (II)

Spring. 3 credits. Prerequisite: MATH 111 or equivalent.*

Course topics include: vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

MATH 281 Deductive Logic (also PHIL 331) (II)

Spring. 4 credits.

For description, see PHIL 331.

MATH 293 Engineering Mathematics (II)

Fall, spring, summer. 4 credits. Prerequisite: MATH 192.*

The conclusion of vector calculus, including line integrals, vector fields, Green's theorem, Stokes' theorem, and the divergence theorem; followed by an introduction to ordinary and partial differential equations, including Fourier series and boundary value problems. May include computer use in solving problems.

MATH 294 Engineering Mathematics (II)

Fall, spring, summer. 4 credits. Prerequisite: MATH 192.*

Linear algebra and its applications. Topics include matrices, determinants, vector spaces, eigenvalues and eigenvectors, orthogonality and inner product spaces; applications include brief introductions to difference equations, Markov chains, and systems of linear ordinary differential equations. May include computer use in solving problems.

MATH 311 Introduction to Analysis (II)

Spring. 4 credits. Prerequisites: MATH 221-222 or 293-294.

Provides a transition from calculus to real analysis. Topics include: rigorous treatment of fundamental concepts in calculus: including limits and convergence of sequences and series, compact sets; continuity, uniform continuity and differentiability of functions. Emphasis will be placed upon understanding and constructing mathematical proofs.

MATH 321 Manifolds and Differential Forms (II)

Fall. 4 credits. Prerequisites: multivariable calculus and linear algebra as taught in MATH 221-222 or 293-294.

Topics for this course include: differential forms, exterior derivative, implicit function theorem, manifolds, orientation, boundaries, integration of forms, generalized Stokes' theorem, Hodge star operator, Laplace operator, basics of de Rham cohomology. We reexamine the integral theorems of vector calculus (Green, Gauss, and Stokes) in the light of the exterior differential calculus and apply differential forms to problems in partial differential equations, fluid mechanics and electromagnetism.

MATH 323 Introduction to Differential Equations (II)

Fall. 4 credits. Prerequisites: multivariable calculus and linear algebra as taught in MATH 221-222 or 293-294, or permission of instructor.

This course is intended for students who want a brief one-semester introduction to the theory of and techniques in both ordinary and partial differential equations. (Fuller introductions are given in MATH 427 and 428.) Topics for ordinary differential equations may include: initial-value and two-point boundary value

problems, the basic existence and uniqueness theorems, continuous dependence on data, stability of fix-points, numerical methods, special functions. Topics for partial differential equations may include: the Poisson, heat and wave equations, boundary and initial-boundary value problems, maximum principles, continuous dependence on data, separation of variables, Fourier series, Green's functions, numerical methods, transform methods.

MATH 332 Algebra and Number Theory (II)

Fall, summer. 4 credits. Prerequisite: MATH 221, 223, 231 or 294.*

Course covers various topics from number theory and modern algebra, usually including most of the following: Primes and factorization, Diophantine equations, congruences, quadratic reciprocity, continued fractions, rings and fields, finite groups, and an introduction to the arithmetic of the Gaussian integers and quadratic fields. Motivation and examples for the concepts of abstract algebra are derived primarily from number theory and geometry.

MATH 336 Applicable Algebra (II)

Spring, summer. 4 credits. Prerequisite: MATH 221, 223, 231 or 294.*

An introduction to the concepts and methods of abstract algebra and number theory that are of interest in applications. Covers: basic theory of groups, rings and fields and their applications to such areas as public-key cryptography, error-correcting codes, parallel computing, and experimental designs. Also covers: elementary number theory, Euclidean algorithm, prime factorization, congruences, theorems of Fermat and Euler, elementary group theory, Chinese remainder theorem, factorization in the ring of polynomials, and classification of finite fields. Applications include the RSA cryptosystem and use of finite fields to construct error-correcting codes and Latin squares.

MATH 356 Groups and Geometry (II)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231 or 294.

Groups were introduced in the nineteenth century as the sets of symmetries of algebraic or geometric objects. This viewpoint has become central in modern mathematics. This course studies the geometry of the plane and of patterns in the plane in terms of the group of symmetries ("isometries") of the plane. Prior knowledge of group theory is not a prerequisite. The purpose of the course is to prepare students for the 400-level courses in several ways. On one hand, the course offers experience in modern algebra and geometry (including the geometry of complex numbers). It presents some very beautiful and important topics and a sense of the unity of mathematics. On the other hand, special care is taken to initiate the student into the writing of proofs and the language of mathematics. Topics include: symmetries, groups of transformations, subgroups and cosets. Homomorphisms and isomorphisms. Orbits and fixed points. Frieze groups, wallpaper groups ("2-dimensional crystallographic groups") and the associated tessellations of the Euclidean plane.

[MATH 362 Dynamic Models in Biology (also BIOEE 362) (II)]

Spring. 3 credits. Prerequisite: two semesters of introductory biology (BIO G 101-102, 105-106, 107-108, 109-110, or equivalent) and completion of the mathematics requirement for the Biological Sciences major or equivalent. Not offered 2002-2003.

For description, see BIOEE 362.]

MATH 401 Honors Seminar: Topics in Modern Mathematics (II)

Spring. 4 credits. Prerequisite: 2 courses in mathematics numbered 300 or higher or permission of instructor.

This course is a participatory seminar primarily aimed at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. The seminar helps students develop research and expository skills in mathematics, which is important for careers in any field that makes significant use of the mathematical sciences (i.e., pure or applied mathematics, physical or biological sciences, business and industry, medicine). The content varies from year to year.

[MATH 402 Smorgasbord Seminar

Fall. 1 credit. Prerequisite: 2 courses in mathematics numbered 300 or higher. S-U only. Recommended for mathematics majors. A student may only receive credit for this course once. Not offered 2002-2003.

A lecture series by members of the Mathematics Department about current research topics, to give students a little taste of many different areas in mathematics. This course is valuable for students looking for a topic for a senior thesis and for students thinking about graduate work in the mathematical sciences.]

MATH 403 History of Mathematics # (II)

Spring. 4 credits. Prerequisite: 2 courses in mathematics above 300, or permission of instructor.

Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students are required to give oral and written reports.

MATH 408 Mathematics in Perspective (II)

Spring. 4 credits. Prerequisite: consent of instructor.

The purpose of this course is for students to step back and form an overview of the mathematics they have learned. The course is intended for junior and senior mathematics majors and other undergraduates with strong backgrounds in mathematics.

MATH 413-414 Honors Introduction to Analysis (II)

413, fall; 414, spring. 4 credits each. Prerequisite for 413: a high level of performance in MATH 221-222, 223-224 or 293-294. Prerequisite for MATH 414: MATH 413.*

This sequence, designed for honors students, provides an introduction to the theory of functions of real variables, stressing a rigorous

*See the list of courses with overlapping content at the end of the introduction.

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logical development of the subject rather than applications. Topics include: metric spaces, the real number system, continuous and differentiable functions, uniform convergence and approximation theorems, Fourier series, Riemann and Lebesgue integrals, calculus in several variables, and differential forms.

MATH 418 Introduction to the Theory of Functions of One Complex Variable (II)

Spring. 4 credits. Prerequisite: MATH 223–224, 311, 411 or 413 or permission of instructor.

A theoretical and rigorous introduction to complex variable theory. Topics include: complex numbers, differential and integral calculus for functions of a complex variable including Cauchy's theorem and the calculus of residues, elements of conformal mapping. Students interested in the applications of complex analysis should consider MATH 422.

MATH 420 Differential Equations and Dynamical Systems (II)

Fall, spring. 4 credits. Prerequisite: high level of performance in MATH 293–294, 221–222, 223–224, or permission of instructor.

Course covers ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods. Emphasis is on differential equations as models and the implications of the theory for the behavior of the system being modeled and includes an introduction to bifurcations.

MATH 422 Applied Complex Analysis (II)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, 293–294, or 213 and 231.

Course covers complex variables, Fourier transforms, Laplace transforms and applications to partial differential equations. Additional topics may include an introduction to generalized functions.

MATH 424 Wavelets and Fourier Series (II)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, 293–294, or permission of instructor.

Both Fourier series and wavelets provide methods to represent or approximate general functions in terms of simple building blocks. Such representations have important consequences, both for pure mathematics and for applications. Fourier series use *natural* sinusoidal building blocks and may be used to help solve differential equations. Wavelets use *artificial* building blocks that have the advantage of localization in space. A full understanding of both topics requires a background involving Lebesgue integration theory and functional analysis. This course presents as much as possible on both topics without such formidable prerequisites. The emphasis is on clear statements of results and key ideas of proofs, working out examples, and applications. Related topics that may be included in the course: Fourier transforms, Heisenberg uncertainty principle, Shannon sampling theorem, and Poisson summation formula.

[MATH 425 Numerical Solutions of Differential Equations (II)]

Fall. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 and one course numbered 300 or higher in mathematics, or permission of instructor. Generally offered every two years. Not offered 2002–2003.

Emphasis may be on numerical approximation of initial-value or two-point boundary value problems for ordinary differential equations, or on partial differential equations. A major component in the course is writing (or using) computer code to illustrate the theoretical concepts introduced.]

MATH 427 Introduction to Ordinary Differential Equations (II)

Fall. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 or permission of instructor.

Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include: singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.

MATH 428 Introduction to Partial Differential Equations (II)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 or permission of instructor.

Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability, Fourier series methods, approximation methods.

MATH 431 Linear Algebra (II)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Undergraduates who plan to attend graduate school in mathematics should take MATH 433–434.*

An introduction to linear algebra, including: the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations.

MATH 432 Introduction to Algebra (II)

Spring. 4 credits. Prerequisite: MATH 332, 336, 431 or 433, or permission of instructor. Undergraduates who plan to attend graduate school in mathematics should take MATH 433–434.*

An introduction to various topics in abstract algebra, including: groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated abelian groups. Optional topics: modules over Euclidean domains, Sylow theorems.

MATH 433–434 Honors Introduction to Algebra (II)

433, fall; 434, spring. 4 credits each. Prerequisite: a high level of performance in MATH 221, 223, 231, or 294. Prerequisite for MATH 434: MATH 433 or permission of instructor.*

Honors version of MATH 431–432. MATH 433–434 is more theoretical and rigorous than 431–432 and includes additional material such as multilinear and exterior algebra.

[MATH 436 Applications of Abstract Algebra (II)]

Spring. 4 credits. Prerequisites: Linear algebra (MATH 221, 223, 231, or 294 or higher). Familiarity with elementary algebra or number theory such as MATH 332 would also be helpful.* Not offered 2002–2003.

*See the list of courses with overlapping content at the end of the introduction.

The course is intended for students who would like to learn modern algebra and its applications outside of mathematics. There is at least as much emphasis on applications as the relevant modern algebra. Frequently the applications involve or were made possible by the advent of computers. Students who already know the modern algebra covered in the course may still find the applications of interest. Specific topics are chosen by the instructor. The algebra typically includes items drawn from: elementary number theory, polynomials and ring theory, monoids and group theory, real closed fields, algebraic combinatorics, Groebner bases, algebraic geometry, and field theory. The applications and related topics typically include items drawn from: complexity theory, coding theory, encryption, discrete and fast Fourier transform, primality testing, factoring integers and polynomials, root counting and isolation, solving systems of polynomial equations, formal language theory, and automata.

MATH 336 and 436 may overlap in choice of material. Where they overlap, the coverage in MATH 436 is of greater depth appropriate to a 400-level course. Students cannot get credit for both MATH 336 and MATH 436.]

MATH 441 Introduction to Combinatorics (II)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Generally offered every two years.

Course covers enumerative combinatorics: permutation enumeration, Stirling and Bell numbers, generating functions, exponential formula, Lagrange inversion, recurrences, basic asymptotic methods, rational generating functions. Also covers basic graph theory: trees and Cayley's theorem, chromatic polynomial, eigenvalues and their application. Also considers matching theory: equivalences, marriage theorem, flow problems, totally unimodular matrices. Also considers Polya theory: action of a group on a set, Burnside lemma, DeBruijn's method, applications to graphical enumeration and algorithms.

[MATH 442 Introduction to Combinatorics (II)]

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Generally offered every two years. Not offered 2002–2003.

Course topics include: Sieves and Mobius Inversion: inclusion/exclusion and its application to enumeration and number theory; partially ordered sets, abstract Mobius inversion, rudiments of lattice theory; matroids and combinatorial geometry: rank function, circuits, bases, application to graph theory and geometry; combinatorial design: Fisher's inequality, Latin squares, Hadamard matrices, Wilson's theorem on t-designs, application to statistical design; nonconstructive methods: Ramsey's theorem, Lovasz's local lemma, random graphs, application to coding theory; and extremal set theory: Sperner's lemma, Kruskal-Katona and Erdős-Ko-Rado theorems.]

MATH 451 Euclidean and Spherical Geometry (II)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor.

Covers topics from Euclidean and spherical (non-Euclidean) geometry. A nonlecture, seminar-style course organized around student participation.

MATH 452 Classical Geometries (II)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor.

This is an introduction to hyperbolic and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include: models of the hyperbolic plane and relations to spherical geometry. Topics in projective geometry include: homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include: principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

MATH 453 Introduction to Topology (II)

Fall. 4 credits. Prerequisite: MATH 311, 411 or 413, or permission of instructor.

Course covers basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, and the Möbius band.

MATH 454 Introduction to Differential Geometry (II)

Spring. 4 credits. Prerequisites: MATH 221–222, 223–224, or 293–294, plus at least one mathematics course numbered 300 or above. MATH 453 is not a prerequisite.

Course covers differential geometry of curves and surfaces. Also covers curvature, geodesics, and differential forms. Serves as an introduction to n -dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter are indicated.

[MATH 455 Applicable Geometry (II)]

Fall. 4 credits. Prerequisite: a good introduction to linear algebra (such as in MATH 221, 223, 231, or 294) or permission of the instructor. It is not assumed that students know what any of the words in the following description mean. Generally offered every two years. Not offered 2002–2003.

An introduction to the theory of n -dimensional convex polytopes and polyhedra and some of its applications, with an in-depth treatment of the case of 3-dimensions. We discuss both combinatorial properties (such as face counts) as well as metric properties (such as rigidity). Covers theorems of Euler, Cauchy, and Steinitz, Voronoi diagrams and triangulations, convex hulls, cyclic polytopes, shellability and the upper-bound theorem. We relate these ideas to applications in tiling, linear inequalities and linear programming, structural rigidity, computational geometry, hyperplane arrangements and zonotopes.]

MATH 471 Basic Probability (II)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. May be used as a terminal course in basic probability.

Topics include: combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of MATH 671.

MATH 472 Statistics (II)

Spring. 4 credits. Prerequisites: MATH 471 and knowledge of linear algebra such as taught in MATH 221. Some knowledge of multivariable calculus helpful but not necessary.

Statistics have proved to be an important research tool in nearly all of the physical, biological, and social sciences. This course serves as an introduction to statistics for students who already have some background in calculus, linear algebra, and probability theory. Topics covered in the course include parameter estimation, hypothesis testing, and linear regression. The course emphasizes both the mathematical theory of statistics as well as techniques for data analysis that are useful in solving scientific problems.

MATH 481 Mathematical Logic (also PHIL 431) (II)

Spring. 4 credits. Generally offered every two years.

Course covers: propositional and predicate logic; classical proof procedures; completeness and compactness; decidability and undecidability; the Gödel incompleteness theorem; and elements of set theory.

MATH 482 Topics in Logic (also PHIL 432) (II)

Fall. 4 credits. Prerequisite: 1 logic course from the Mathematics Department at the 200 level or higher, 1 logic course from the Philosophy Department at the 300 level or higher, or permission of the instructor.

For description, see PHIL 432.

[MATH 483 Intensional Logic (also PHIL 436) (II)]

Spring. 4 credits. Prerequisite: 1 logic course at the 200 level or higher from the Philosophy Department or the Mathematics Department, or permission of instructor. Not offered 2002–2003.

For description, see PHIL 436.]

MATH 486 Applied Logic (also COM S 486) (II)

Spring. 4 credits. Prerequisites: MATH 221–222, 223–224, or 293–294; COM S 280 or equivalent (such as MATH 332, 336, 432, 434, 436, or 481); and some additional course in mathematics or theoretical computer science.

Course covers: propositional and predicate logic; compactness and completeness by tableaux, natural deduction, and resolution. Other possible topics include: equational logic; Herbrand Universes and unification; rewrite rules and equational logic; Knuth-Bendix method and the congruence-closure algorithm and lambda-calculus reduction strategies; topics in Prolog, LISP, ML, or Nuprl; and applications to expert systems and program verification.

MATH 490 Supervised Reading and Research

Fall, spring. 1–6 credits.

Supervised reading and research by arrangement with individual professors. Not for material currently available in regularly scheduled courses.

Professional Level and Mathematics Education Courses**MATH 500 College Teaching**

Fall, meets alternate weeks. 1 credit.

Prerequisite: graduate student standing or permission of instructor.

Among the topics covered: basic topics about teaching, such as how to plan recitations, how to prepare lesson plans for lectures, exam design and grading, syllabus planning. Also discussed: the structure of colleges and universities, jobs and tenure, professionalism, alternative teaching strategies.

[MATH 505 Educational Issues in Undergraduate Mathematics]

Spring. 4 credits. Prerequisite: graduate standing or permission of the instructor.

Generally offered every two years. Not offered 2002–2003.

This course examines various educational issues in undergraduate mathematics and the relationship of these issues to the mathematics itself. The precise choice of topics varies, but the intent is that a balance of different views be presented and discussed. There are extensive readings in the course and occasional guest lectures. Possible topics include: nature of proof and how and when to teach it, calculus “reform,” teaching mathematics to school teachers, using writing, using history, alternative assessments, alternatives to lecturing, equity issues, effective uses of technology, what is mathematical understanding and how do we recognize it, what should every mathematics major know, and research in undergraduate mathematics.]

MATH 507 Teaching Secondary Mathematics: Theory and Practices

Spring. 4 credits.

This course provides direct experience of new approaches, curricula and standards in mathematics education. Discussion of articles, activities for the secondary classroom and videotape of classroom teaching is tied to in-class exploration of math problems. Experience in the computer lab, examining software environments and their use in the mathematics classroom is included. Participants are expected to write short papers, share ideas in class and present their opinions on issues.

MATH 508 Mathematics for Secondary School Teachers

Fall, spring. 1–6 credits. Prerequisite: secondary school mathematics teacher, or permission of instructor. May not be taught every semester.

An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

Graduate Courses

Many of our graduate courses are topics courses for which descriptions are not included here; however, during each pre-enrollment period a schedule of graduate courses to be offered the following semester is posted at www.math.cornell.edu/Courses/courses.html. This schedule includes course descriptions that are often more detailed than those included here, as well as a means for interested students to participate in the process of selecting meeting times.

MATH 611–612 Real and Complex Analysis

611, fall; 612, spring. 4 credits each.

611 covers: measure and integration and functional analysis. 612 covers: complex analysis, Fourier analysis, and distribution theory.

MATH 613-614 Topics in Analysis

613, fall; 614, spring. 4 credits each.

MATH 615 Mathematical Methods in Physics

Fall. 4 credits. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least 2 years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series is assumed. Undergraduates are admitted only with permission of instructor.

Topics are designed to give a working knowledge of the principal mathematical methods used in advanced physics. Course covers: Hilbert space, generalized functions, Fourier transform, Sturm-Liouville problem in ODE, Green's functions, and asymptotic expansions.

[MATH 617 Dynamical Systems

Fall. 4 credits. Generally offered every two years. Not offered 2002-2003.

Topics include: existence and uniqueness theorems for ODEs; Poincaré-Bendixon theorem and global properties of two dimensional flows; limit sets, nonwandering sets, chain recurrence, pseudo-orbits and structural stability; linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem; and generic properties: transversality theorem and the Kupka-Smale theorem. Examples include: expanding maps and Anosov diffeomorphisms; hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits; rotation numbers; Herman's theorem; and characterization of structurally stable systems.]

MATH 618 Smooth Ergodic Theory

Spring. 4 credits. Generally offered every two years.

Topics include: invariant measures; entropy; Hausdorff dimension and related concepts; hyperbolic invariant sets: stable manifolds, Markov partitions and symbolic dynamics; equilibrium measures of hyperbolic attractors; ergodic theorems; Pesin theory: stable manifolds of nonhyperbolic systems; Liapunov exponents; and relations between entropy, exponents, and dimensions.

[MATH 619-620 Partial Differential Equations

619, fall; 620, spring. 4 credits each. Generally offered every two years. Not offered 2002-2003.

Course covers basic theory of partial differential equations.]

MATH 621 Measure Theory and Lebesgue Integration

Fall. 4 credits.

Course covers measure theory, integration, and L_p spaces.

MATH 622 Applied Functional Analysis

Spring. 4 credits. Not offered every year.

Course covers basic theory of Hilbert and Banach spaces and operations on them. Applications.

[MATH 628 Complex Dynamical Systems

Fall. 4 credits. Prerequisite: MATH 418. Not offered every year. Not offered 2002-2003.

Various topics in the dynamics of analytic mappings in one complex variable, such as: Julia and Fatou sets, the Mandelbrot set,

Mañe-Sad-Sullivan's theorem on structural stability. Also covers: local theory, including repulsive cycles and the Yoccoz inequality, parabolic points and Ecalle-Voronin invariants, Siegel disks and Yoccoz's proof of the Siegel Brjuno theorem; quasi-conformal mappings and surgery; Sullivan's theorem on non-wandering domains, polynomial-like mappings and renormalization, Shishikura's construction of Hermann rings; puzzles, tableaux and local connectivity problems; and Thurston's topological characterization of rational functions, the spider algorithm, and mating of polynomials.]

MATH 631-632-[634] Algebra

631, fall; 632, spring; 634, spring. 4 credits each. 632 and 634 offered in alternate years. 634 not offered 2002-2003.

631 covers: finite groups, field extensions, Galois theory, rings and algebras, and tensor and exterior algebra. 632 covers: Wedderburn structure theorem, Brauer group, and group cohomology. 634 covers: Dedekind domains, primary decomposition, Hilbert basis theorem, and local rings.

MATH 649 Lie Algebras

Fall. 4 credits. Generally offered every two years.

Topics include: nilpotent, solvable and reductive Lie algebras; enveloping algebras; root systems; Coxeter groups; and classification of simple algebras.

[MATH 650 Lie Groups

Spring. 4 credits. Generally offered every two years. Not offered 2002-2003.

Course topics include: topological groups, Lie groups; relation between Lie groups and Lie algebras; exponential map, homogeneous manifolds; and invariant differential operators.]

MATH 651 Introductory Algebraic Topology

Spring. 4 credits.

Course covers fundamental group and covering spaces, and homology theories for complexes and spaces.

MATH 652 Differentiable Manifolds I

Fall. 4 credits. Prerequisites: advanced calculus, linear algebra (MATH 431), point-set topology (MATH 453).

This is an introduction to differential geometry and differential topology at the level of a beginning graduate student. Topics include: smooth manifolds, embeddings, tangent bundles, tensors, vector bundles, vector fields, and Frobenius' theorem. Further topics chosen by instructor from other major areas such as fibre bundles, Lie groups, connections, curvature, geodesics, Riemannian manifolds, differential forms, and de Rham cohomology.

MATH 653 Differentiable Manifolds II

Spring. Prerequisites: MATH 652 or equivalent. Generally offered every 3-4 years.

Advanced topics from differential geometry and differential topology selected by instructor. Examples of eligible topics include: transversality, cobordism, Morse theory, classification of vector bundles and principal bundles, characteristic classes, microlocal analysis, conformal geometry, geometric analysis and partial differential equations, and Atiyah-Singer index theorem.

MATH 661 Geometric Topology

Fall. 4 credits.

An introduction to some of the more geometric aspects of topology and its

connections with group theory. Possible topics include: surface theory, 3-manifolds, knot theory, geometric and combinatorial group theory, hyperbolic groups, and hyperbolic manifolds.

[MATH 662 Riemannian Geometry

Spring. 4 credits. Generally offered every two years. Not offered 2002-2003.

Course topics include: linear connections, Riemannian metrics and parallel translation; covariant differentiation and curvature tensors; the exponential map, the Gauss Lemma and completeness of the metric; isometries and space forms, Jacobi fields and the theorem of Cartan-Hadamard; the first and second variation formulas; the index form of Morse and the theorem of Bonnet-Myers; the Rauch, Hessian, and Laplacian comparison theorems; the Morse index theorem; the conjugate and cut loci; and submanifolds and the Second Fundamental form.]

MATH 671-672 Probability Theory

671, fall; 672, spring. 4 credits each.

Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line.

Students can learn this material by taking parts of MATH 413-414 or 621. Prerequisite for MATH 672: MATH 671.

Course topics include: properties and examples of probability spaces; sample space, random variables, and distribution functions; expectation and moments; independence, Borel-Cantelli lemma, zero-one law; convergence of random variables, probability measures, and characteristic functions; law of large numbers; selected limit theorems for sums of independent random variables; Markov chains, recurrent events; ergodic and renewal theorems; Martingale theory; and Brownian motion and processes with independent increments.

MATH 674 Introduction to Mathematical Statistics

Spring. 4 credits. Prerequisites: MATH 671 and OR&IE 670 or permission of instructor

Topics include: an introduction to the theory of point estimation, hypothesis testing and confidence intervals, consistency, efficiency, sufficiency, and the method of maximum likelihood. Basic concepts of decision theory are discussed; asymptotic methods are introduced and developed in detail. The course is coordinated with OR&IE 670 to form the second part of a one-year course in mathematical statistics.

MATH 681 Logic

Spring. 4 credits.

Course covers basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems. Other topics as time permits.

[MATH 703 Topics in the History of Mathematics

Spring. 4 credits. Prerequisites: undergraduate algebra and analysis. Generally offered every two years. Not offered 2002-2003.

Topics in the history of modern mathematics at the level of F. Klein's *Evolution of Mathematics in the 19th Century*, J. Dieudonné's *Abrege D'Histoire Des Mathematiques 1700-1900*, and G. Birkhoff's *Source Book of Classical Analysis*.]

MATH 711-712 Seminar in Analysis
711, fall; 712, spring. 4 credits each. 711 not offered 2002-2003.

MATH 713 Functional Analysis
Spring. 4 credits.

Course covers: topological vector spaces, Banach and Hilbert spaces, and Banach algebras. Additional topics selected by instructor.

[MATH 715 Fourier Analysis]

Fall. 4 credits. Generally offered every two years. Not offered 2002-2003.]

[MATH 717 Applied Dynamical Systems (also T&AM 776)]

Spring. 4 credits. Suggested prerequisite: T&AM 675, MATH 617, or equivalent. Generally offered every two years. Not offered 2002-2003.

Course topics include: review of planar (single-degree-of-freedom) systems; local and global analysis; structural stability and bifurcations in planar systems; center manifolds and normal forms; the averaging theorem and perturbation methods; Melnikov's method; discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets; global bifurcations, strange attractors, and chaos in free and forced oscillator equations; and applications to problems in solid and fluid mechanics.]

MATH 722 Topics in Complex Analysis
Fall. 4 credits. Not offered every year.

Selections of advanced topics from complex analysis, such as Riemann surfaces, complex dynamics, and conformal and quasiconformal mapping. Course content varies.

MATH 728 Seminar in Partial Differential Equations

Fall, spring. 4 credits. Generally offered every two years.

MATH 731-732 Seminar in Algebra
731, fall; 732, spring. 4 credits each.

MATH 735 Topics in Algebra
Fall. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

[MATH 737 Algebraic Number Theory]
Fall. 4 credits. Not offered 2002-2003.]

MATH 739 Topics in Algebra
Spring. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 740 Homological Algebra
Spring. 4 credits.

MATH 751-752 Seminar in Topology
751, fall; 752, spring. 4 credits each.

MATH 753 Algebraic Topology
Fall. 4 credits.

The continuation of 651. The standard topics covered in this course most years are cohomology, cup products, Poincaré duality, and homotopy groups. Other possible topics include fiber bundles, fibrations, vector bundles, and characteristic classes. The course may sometimes be taught from a differential forms viewpoint.

[MATH 754 Topics in Algebraic Topology]
Spring. 4 credits. Prerequisite: MATH 753. Generally offered every 3-4 years. Not offered 2002-2003.

A selection of more advanced topics from algebraic topology, such as spectral sequences, K-theory, Bott periodicity, cobordism, or stable homotopy theory.]

MATH 755-756 Topology and Geometric Group Theory Seminar

755, fall; 756, spring. 4 credits each.

MATH 757-758 Topics in Topology
757, fall; 758, spring. 4 credits each.

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

MATH 761-762 Seminar in Geometry

761, fall; 762, spring. 4 credits each. Either 761 or 762 generally offered every year.

MATH 767 Algebraic Geometry
Spring. 4 credits.

MATH 771-772 Seminar in Probability and Statistics

771, fall; 772, spring. 4 credits each.

[MATH 774 Asymptotic Statistics]

Fall. 4 credits. Prerequisites: probability theory (MATH 671-672 or equivalent, containing stochastic processes) and statistics (MATH 472 or MATH 674). Not offered 2002-2003.

Introduction to asymptotic statistical decision theory and to empirical stochastic processes. Course covers: the notion of experiment, reduction by sufficiency, equivalence classes, the Le Cam delta distance, local asymptotic normality and minimaxity, optimal rates of convergence, white noise models, the Pinsker bound, and Gaussian approximation of nonparametric experiments. Topics in empirical processes include coupling theorems, some probability metrics, entropy conditions, functional limit theorems, and Hungarian constructions.]

MATH 777-778 Stochastic Processes
777, fall; 778, spring. 4 credits each.

MATH 781-782 Seminar in Logic
781, fall; 782, spring. 4 credits each.

[MATH 783 Model Theory]

Spring. 4 credits. Generally offered every two years. Not offered 2002-2003.

An introduction to model theory at the level of the books by Hodges or Chang and Keisler.]

MATH 784 Recursion Theory

Fall. 4 credits.

Course covers: theory of effectively computable functions; classification of recursively enumerable sets; degrees of recursive unsolvability; applications to logic; hierarchies; recursive functions of ordinals and higher type objects; generalized recursion theory.

MATH 787 Set Theory

Spring. 4 credits. Generally offered every two years.

A first course in axiomatic set theory at the level of the book by Kunen.

[MATH 788 Topics in Applied Logic]

Fall. 4 credits. Not offered 2002-2003.

This course covers applications of the results and methods of mathematical logic to other areas of mathematics and science. Topics vary each year; some recent examples are: automatic theorem proving, formal semantics of programming and specification languages,

linear logic, constructivism (intuitionism), nonstandard analysis. Students are expected to be familiar with the standard results in graduate level mathematical logic.]

MATH 790 Supervised Reading and Research

Fall, spring. 1-6 credits.

MEDIEVAL STUDIES

P. R. Hyams, director; F. M. Ahl, C. M. Arroyo, R. Brann, K. W. Brazell, C. Brittain, E. W. Browne, O. Falk, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, C. V. Kaske, W. J. Kennedy, S. MacDonald, M. Migiel, J. M. Najemy, J. A. Peraino, C. A. Peterson, J. R. Piggott, D. S. Powers, S. Senderovich, D. R. Shanzer, S. M. Toorawa, W. Wetherbee (emeriti); R. G. Calkins, A. M. Colby-Hall, J. J. John)

Undergraduate Study in Medieval Studies

Coursework in Medieval Studies enhances the student's enjoyment and understanding of the artistic and material relics of the Middle Ages: Gregorian chant, manuscripts and stained glass windows, Gothic cathedrals, Crusader castles, and picturesque towns cramped within ancient walls. Students discover the serious realities involved in, and shaped by, Arthurian tales of brave knights and fair ladies, dungeons, dragons, and other marvels. Students can analyze and appreciate the horrors of the Black Death, triumphs in courtly love and pitched battle, swords and scimitars, caliphs and popes, fear of demons and djinns, and the reassuring presence of angels. You can study all this and more very well in English, but see below for how to acquire the medieval languages that so enhance the experience.

The period saw many of the foundational choices that have, for good and ill, made the world what it is today. Many of our current challenges in the fields of law, human rights, attitudes toward power, authority, gender relations, and sexual mores derive from the ways in which these and other questions were formulated a millennium ago. It actually makes good sense to think out your positions on today's world through study of the less complicated but intriguing medieval West, with whose successes and failures we must still contend. Serious investigation of exotic materials marks this concentration out as a unique addition to Cornell's training. The Medieval Studies Program houses a lively undergraduate association, *Quodlibet*, that arranges frequent lectures on medieval topics and an annual celebratory Reading of prose and poetry in many medieval languages.

The "middle" in "Middle Ages" comes from its position between antiquity and the "modern" period, in a schema created for European and Western conditions. Our concentration, however, is more properly inclusive and treats a time span from roughly the fifth century into the sixteenth and ranges from Western Europe and the Mediterranean to China and Japan. To discover the vibrant state of medieval studies today, look at the extraordinary range of scholarly, but accessible, web sites that have sprung up all over the Internet. (You can start from *Cornucopia* noted below.) Cornell possesses a wealth of resources to introduce students to every corner of the field.

While this concentration provides strong interdisciplinary breadth to many majors (e.g., classics, all modern languages, history, music, philosophy), and is excellent preparation for graduate study in a medieval field, science majors do well too. Many students feel bound to choose their majors with an eye to future careers and earning potential. The program provides encouragement, guidance, and an avenue for intelligent appreciation of an important part of all our pasts.

Undergraduates who wish to undertake an independent major or concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall, 255-8545, medievalst@cornell.edu.

The Undergraduate Concentration in Medieval Studies shall consist of five medieval courses (at the 200 level or above) in at least two different disciplines, of which up to two may also count towards the major, and one must come from our list of approved "core courses," which are marked below with an asterisk (*).

Medieval Languages

Medieval texts (like all others) become most lively and informative when read in the original, and Cornell fortunately offers many courses for students interested in acquiring the relevant skills: Classical Arabic, Medieval Hebrew, Medieval Latin, Classical Chinese, Classical Japanese, Old English, Middle English, Gothic, Old Saxon, Old High German, Middle High German, Old Norse-Icelandic, Old Irish, Middle Welsh, Old Occitan (Provençal), Old French, Medieval Spanish, Medieval Italian, Old Russian, and Old Church Slavonic.

Some medieval languages require study of a modern language (e.g., French for Old Occitan and Old French) or a classical language (Classical Latin for Medieval Latin) as background. Students interested in a concentration in Medieval Studies should begin the study of a medieval language as early as possible, so that they may be able to study texts in the original before they graduate. Students are advised to consult the sponsoring departments for information about the prerequisites for various medieval languages.

Graduate Study

The Medieval Studies Program offers both an interdisciplinary and a literary comparative Ph.D. in Medieval Studies. Disciplinary fields of concentration offered within the Field of Medieval Studies are: Medieval Archaeology, Medieval History, Medieval History of Art, Medieval Literature, Medieval Music, Medieval Philology and Linguistics, and Medieval Philosophy. Information about the graduate program in Medieval Studies is contained in the catalog of the Graduate School, in a brochure on Medieval Studies available from the field coordinator, and at *Cornucopia*, the program's web site, www.arts.cornell.edu/medieval.

Medieval Studies Courses: Graduate and Undergraduate

Courses in various aspects of Medieval Studies are offered every year in several cooperating departments, including Art History, Asian Studies, Classics, Comparative Literature, English, German Studies, History, Linguistics,

Music, Near Eastern Studies, Philosophy, Romance Studies, Russian Literature, and by the Society for the Humanities. The current year's offerings are:

***ART H 230 Monuments of Medieval Art (also RELST 230)**
Fall. 4 credits. P. Morin.

CHLIT 213 Classical Chinese
Fall. 3 credits. R. McNeal.

CHLIT 307 Readings in Classical Chinese Literature
Fall. 4 credits. D. Warner.

CLASS 244 Psyche, Ego and Self
Fall. 4 credits. C. Brittain and H. Pelliccia.

CLASS 369 Intensive Medieval Latin Reading
Summer. 4 credits. D. R. Shanzer.

CLASS 403/703 Independent Study—Sanskrit
Fall. Variable credit. C. Minkowski.

CLASS 412 Advanced Readings in Latin Literature
Spring. 4 credits. D. Shanzer.

***ENGL 210 Medieval Romance: Voyage to the Otherworld**
Spring. 3 credits. T. Hill.

ENGL 274 Scottish Literature
Fall. 3 or 4 credits. T. Hill and H. Shaw.

***ENGL 310 Old English in Translation**
Fall. 4 credits. T. Hill.

***ENGL 311/611 Old English**
Fall. 4 credits. T. Hill.

***ENGL 319 Chaucer**
Fall. 4 credits. R. Farrell.

ENGL 325 Culture of the Renaissance II (also ART H 351, COM L 362, FRLIT 362)
Fall. 4 credits. C. Kaske and K. Long.

***ENGL 372/677 Medieval and Renaissance Drama**
Spring. 4 credits. A. Galloway.

***ENGL 417/617 Early Medieval Archaeology and Literature (also ARKEO 417)**
Fall. 4 credits. R. Farrell.

ENGL 603 The Roman de la Rose and Its Tradition
Fall. 4 credits. W. Wetherbee.

ENGL 615 Piers Plowman
Spring. 4 credits. T. Hill.

***FRLIT 447 Medieval Literature**
Spring. 4 credits. A. Colby-Hall.

***GERST 405 Introduction to Medieval German Literature I**
Fall. 4 credits. A. Groos.

***GERST 406 Introduction to Medieval German Literature II**
Spring. 4 credits. A. Groos.

GERST 624 Seminar in Medieval German Literature: Minnesang
Fall. 4 credits. A. Groos.

***HIST 262 The Middle Ages—An Introduction (also RELST 265)**
Fall. 4 credits. P. Hyams.

HIST 322/522 History of the Samurai
Fall. 4 credits. J. Piggott.

***HIST 350 The Italian Renaissance**
Spring. 4 credits. J. Najemy.

HIST 420 Tale of the Genji in Historical Perspective
Fall. 4 credits. J. Piggott.

HIST 479 Renaissance Patronage and the Medici
Spring. 4 credits. J. Najemy.

HIST 492 Undergraduate Seminar: Medieval Chinese History (also ASIAN 492)
Fall. 4 credits. C. A. Peterson.

***ITAL 445/645 Boccaccio**
Spring. 4 credits. M. Migiel.

JPLIT 406 Introduction to Classical Japanese
Fall. 4 credits. K. Selden.

JPLIT 408 Readings in Classical Japanese
Spring. 4 credits. K. Selden.

LING 217 History of the English Language (also ENGL 217)
Fall. 4 credits. W. Harbert.

LING 315-316 Old Norse
315, fall; 316, spring. 4 credits each term. J. Sigtryggsson.

LING 645 Gothic
Fall. 4 credits. W. Harbert.

***MUSIC 494 Love, Sex and Song in Medieval France**
Fall. 4 credits. J. Peraino.

NES 133 Introduction to Qur'anic and Classical Arabic (also RELST 133)
Fall. 4 credits. R. Brann.

NES 134 Introduction to Qur'anic and Classical Arabic II (also RELST 134)
Spring. 4 credits. S. Toorawa.

***NES 251 Judaism, Christianity and Islam (also JWST 251, RELST 251)**
Fall. 3 credits. R. Brann and K. Haines-Eitzen.

***NES 255 Introduction to Islamic Civilization (also HIST 253, RELST 255)**
Fall. 3 credits. D. Powers.

NES 313 Classical Arabic Texts (also RELST 313)
Spring. 4 credits. D. Powers.

NES 314 Qur'an and Commentary (also RELST 314)
Fall. 4 credits. D. Powers.

NES 315/615 1001 Nights and Arabic Writing
Fall. 4 credits. S. Toorawa.

NES 351/651 Law, Society and Culture in the Middle East 1200-1400 (also HIST 372/652, RELST 350)
Spring. 4 credits. D. Powers.

PHIL 344 History of Ethics: Ancient and Medieval
Fall. 4 credits. T. Irwin.

PHIL 410 Latin Philosophical Texts
Spring. 4 credits. S. MacDonald.

PHIL 612 Medieval Philosophy
Spring. 4 credits. S. MacDonald.

SANSK 251 Intermediate Sanskrit (also CLASS 251, LING 251)

Fall. 3 credits. C. Minkowski.

SPANL 440 Medieval Spanish Literature

Fall. 4 credits. C. Arroyo.

SPANL 446 The Cross and the Crescent: Early Modern Christian Contacts with Islam (also HIST 429, NES 437)

Fall. 4 credits. M. A. Garcés.

MODERN EUROPEAN STUDIES CONCENTRATION

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics, and society; modern European history; and European culture. The requirements for the concentration are:

- 1) Competence in at least one modern European language, Romance, Germanic, or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).
- 2) Completion of two interdisciplinary core courses:

GOVT 341/SOC 341: Modern European Society and Politics

Spring 2003. 4 credits. S. G. Tarrow.

COM L 352/HIST 362: Modern European Cultural History 1750-1870

Fall 2002. 4 credits. M. Steinberg.

Under certain conditions, students may be permitted to substitute other courses for those listed above.

- 3) Completion of one course in modern (post-1789) European history.
- 4) Two additional courses in any of the three areas, which may include a senior seminar (400 level).
 - a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.
 - b) Courses in modern European history (post-1789).
 - c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies.

Only two courses may be used to satisfy requirements for both the major and the concentration. Courses satisfying the breadth and distribution requirements in the College of Arts and Sciences, however, *may* be applied to the concentration. Students interested in completing a research project under the European Summer Research Program may

apply for The Wood Fellowship in their junior year. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

Departmental advisers include: D. Greenwood (anthropology); C. Otto (architecture); L. Abel (College Scholars, Independent Majors); S. Christopherson (CRP); G. Fields (economics); D. Schwarz (English); A. Schwarz (German studies); J. Pontusson (government); J. Weiss (history); C. Rosen (linguistics); M. Suñer (linguistics); N. Zaslaw (music); S. Tarrow (romance studies); G. Shapiro (Russian literature); S. G. Tarrow (sociology); D. Bathrick (theatre, film, dance)

For a list of relevant courses and seminars, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592, e-mail SRT2@cornell.edu).

MUSIC

R. Harris-Warrick, chair; S. Pond, director of undergraduate studies (120 Lincoln Hall, 255-2916); L. Coral, director of graduate studies (216B Lincoln Hall, 255-7126); M. Bilson, X. Bjerken, D. Borden, D. Conn, L. Coral, M. Hatch, H. Hoffman, J. Hsu, J. Kellock, P. Merrill, J. Peraino, S. Pond, A. Richards, R. Riley, R. Sierra, S. Stucky, K. Taavola, K. Tan, J. Webster, D. Yearsley, N. Zaslaw

Emeritus: K. Husa, S. Monosoff, R. Palmer, T. Sokol, M. Stith.

Department office: 255-4097.

Department web site: www.arts.cornell.edu/music/

Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Vocal ensembles

Cornell Chamber Singers
Cornell Chorale
Cornell University Chorus
Cornell University Glee Club
Sage Chapel Choir

Instrumental ensembles

Chamber Music Ensembles
Cornell Chamber Orchestra
Cornell Experimental Lab Ensemble
Cornell Gamelan
Cornell Jazz Ensembles
Cornell Symphony Orchestra
Cornell University Chamber Winds
Cornell University Symphonic Band
Cornell University Wind Ensemble
Cornell University Wind Symphony

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The university is also home to many student-run musical organizations, including the Big Red Marching Band and Big Red Pep Band, the Cornell Savoyards, and several a cappella groups. Information about these groups, too, is available through the Department of Music office, 101 Lincoln Hall (255-4097).

The Department of Music and the Faculty Committee on Music sponsor more than 100 formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. The great majority of concerts are free and open to the public. Lectures and concerts are listed on the web (www.arts.cornell.edu/music/). Additional information is available through the events office (255-4760).

Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information consult the department office, 101 Lincoln Hall (255-4097), or the director of undergraduate studies (255-2916).

The Major

The major carries the study of music to an advanced level through the integration of performance, music theory, and music history. It is designed to accommodate both students who are oriented toward eventual graduate or professional work in music and those who wish to take a more general approach, often in conjunction with a major in another department.

Students contemplating a major in music should arrange for placement examinations and advising in the department as early as possible, usually during the freshman orientation period. Information is available from the director of undergraduate studies. Prerequisites for admission to the major are completion of MUSIC 152 and 154, at the latest by the end of the sophomore year (the freshman year is preferable), with an overall grade of B- or better in each course. In consultation with the director of undergraduate studies, students are expected to have chosen an adviser from among the department faculty before acceptance into the major; admission to the major is decided by the faculty as a whole. Students majoring in music then design their course of study with their adviser.

Music majors must complete the Core Curriculum plus at least two electives. The Core Curriculum serves as the basis for focus in specific areas, such as composition, performance, jazz studies, vernacular music, Western art music, and Asian music. Students may, however, choose electives that reflect a more broadly-based study. Those intending to pursue graduate study or professional work in music are advised to take further courses in addition to the two required electives.

The Core Curriculum is comprised of:

- 1) in music theory: MUSIC 251, 252, 253, 254
- 2) in music history: MUSIC 207, 208, 300, 400
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the department of music (MUSIC 331 through 346 and 421 through 448)

Electives: at least two from the following:

- 1) in music theory: MUSIC 451–457
- 2) in music history: All courses above and including MUSIC 374
- 3) in performance: MUSIC 321, 322, 323, 324

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. Qualified students are invited to become candidates by the faculty early in the second semester of their junior year. As soon as possible thereafter, the student forms a committee of three or more faculty members to guide and evaluate the honors work. In their senior year, candidates enroll in MUSIC 401–402 with the chair of the honors committee as instructor. Candidates are encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the candidate's committee is held not later than May 1. The level of honors conferred is based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.

Distribution Requirement

College of Arts and Sciences students may apply either one or two Music Department courses toward the distribution requirement in Group 4 (humanities and the arts). Neither freshman seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least three credits, and it may not be in musical performance (MUSIC 321–322, 323–324) or in organizations and ensembles (MUSIC 331 through 346 and 421 through 448).

If two music courses are counted for distribution, they must total at least six credits, and at least one of the courses must be academic, not performance-oriented. The second "course," however, may comprise either up to four credits earned in performance (MUSIC 321–322, 323–324) or up to four credits earned in organizations and ensembles (MUSIC 331 through 346 and 421 through 448), but not both.

Facilities

Music Library. The Sidney Cox Library of Music and Dance in Lincoln Hall has an excellent collection of standard research tools. Its holdings consist of approximately 130,000 books, periodicals, and scores and 55,000 sound and video recordings. Particularly noteworthy are the collections of opera from all periods; twentieth-century scores and recordings; a large microfilm collection of Renaissance sources, both theoretical and musical; and a collection of eighteenth-century

chamber music. In addition, the Department of Rare Books, in the Kroch Library, houses a collection of early printed books on music and musical manuscripts.

Concert Halls. The Department of Music sponsors more than 100 concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 2,000), Alice Statler Auditorium (about 900), Sage Chapel (about 800) and Barnes Hall Auditorium (about 280).

Rehearsal Spaces. The orchestras and bands rehearse in Lincoln Hall, Bailey Hall, Barnes Hall, and Barton Hall; the Jazz Ensembles, Gamelan, and Chamber Ensembles rehearse in Lincoln Hall; and the choral ensembles are primarily quartered in Sage Chapel. Practice studios in Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists.

Thirty-five grand pianos and 22 upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. In addition, our Center for Keyboard Studies includes two concert grand pianos (Steinway and Mason & Hamlin), two eighteenth-century fortepiano replicas (copies of Johann Andreas Stein and Anton Walter), an original Broadwood grand piano from 1827, an 1824 Conrad Graf fortepiano replica, one Dowd and one Hubbard harpsichord, and a Challis clavichord.

Two chapels on campus house three distinctive organs that are available to qualified individuals for lessons and practice. These instruments include: a small Italian organ (1746); a two-manual mechanical action instrument (1972); and a three-manual symphonic organ (1941).

Digital/Electronic Equipment. A Macintosh Master studio is available for graduate student use (hours TBA) and occasional independent study use. The software used is Digital Performer, Finale, Peak, and eMagic editor/librarians. The instruments include a Yamaha KX88 MIDI Controller keyboard, a Yamaha TX802 FM synthesizer, an E-Mu Proteus XR, a Casio FZ 10M sampler and various other synthesizers. In addition, there are four MIDI work stations with additional instruments, including a Korg M1 synthesizer and an Akai S900 sampler.

Introductory Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

MUSIC 100 Elements of Musical Notation

Fall or spring, weeks 2–5. 1 credit.

Prerequisite: concurrent enrollment in any 3-credit course in music and permission of instructor. D. Conn.

This four-week course, given at the beginning of each term, fulfills the requirement of basic pitch and rhythm and reading skills needed for some introductory courses and 200-level courses with prerequisites.

[MUSIC 101 Popular Music in America: A Historical Survey (also AM ST 105) # (IV)]

Spring. 3 credits. 1-hour disc TBA. Not offered 2002–2003. S. Pond.

A survey of the history and diverse streams of popular music in America. Elementary vocabulary and techniques for describing,

analyzing, and evaluating music. Covers the relationships between mainstream musics, tributaries, and side-streams, and between folk, art, and popular music.]

MUSIC 103 Intro to World Music I: Africa and the Americas (also LSP 100) @ (IV)

Spring. 3 credits. 1-hour disc TBA. No previous training in music required. S. Pond.

Exploration of folk, popular, and traditional musical genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

MUSIC 104 Intro to World Music II: Asia @ (IV)

Fall. 3 credits. 1-hour disc to be arranged. No previous training in music required. M. Hatch.

Exploration of folk, popular, and traditional musical genres from South, Southeast, and East Asia. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

MUSIC 105 Introduction to Music Theory (IV)

Fall, spring, or summer. 3 credits. Plus 2 hours TBA. Experience in reading music is recommended. D. Conn.

An elementary, self-contained introduction to music theory emphasizing fundamental musical techniques, theoretical concepts, and their application. Intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Haydn, and Beethoven.

[MUSIC 107 Hildegard to Handel # (IV)]

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2002–2003. N. Zaslav.

The music of Western Europe from the Middle Ages through the Baroque period. Starting from Gregorian chant and the monophonic works of Hildegard von Bingen, this course surveys composers and repertoires such as the troubadors, the Notre Dame School, Renaissance sacred polyphony, madrigals, the dance suite, concertos, cantatas, and ends in the early eighteenth century with works by Vivaldi, Bach, and Handel.]

MUSIC 108 Mozart to Minimalism (IV)

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. N. Zaslav.

A survey of Western art music in many genres from the second half of the eighteenth century to the present. Composers whose music is studied include Haydn, Mozart, Beethoven, Schumann, Mendelssohn, Berlioz, Chopin, Wagner, Verdi, Liszt, Brahms, Mahler, Debussy, Strauss, Stravinsky, Bartók, Ives, Webern, Messiaen, Copland, Bernstein, Carter, Stucky, and Sierra.

MUSIC 112 Popular Song Writing (IV)

Spring. 3 credits. D. Conn.

This course is designed for those with previous song writing experience and ability to sing and perform on guitar or piano. Methods of writing and producing original material are explored and original songs composed and performed weekly. Styles of

popular song writing including Rock, Pop, Country, Rhythm and Blues, and Folk are also studied and performed.

Music Theory

Students contemplating the music major are strongly advised to take MUSIC 151, 152, 153, and 154 in the freshman year; in any case MUSIC 152 and 154 must be completed no later than the end of the sophomore year.

MUSIC 151 Tonal Theory I (IV)

Fall. 3 credits. Prerequisites: admission by departmental placement exam and concurrent enrollment in or previous credit for MUSIC 153, or equivalent. Intended for students expecting to major in music and other qualified students. K. Taavola.

Detailed study of the fundamental elements of tonal music: rhythm, scales, intervals, triads; melodic principles and 2-part counterpoint; diatonic harmony and 4-part voice leading in root position and first inversion; and analysis of phrase and period structure.

MUSIC 152 Tonal Theory II (IV)

Spring. 3 credits. Prerequisites: MUSIC 151 and 153 or equivalent, and concurrent enrollment in or previous credit for MUSIC 154. Intended for students expecting to major in music and other qualified students. A grade of B- or better in MUSIC 152 is required for admission to the music major. K. Taavola.

Continued study of voice leading and harmonic progression, including diatonic modulation; analysis of binary and ternary forms.

MUSIC 153 Musicianship I

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 151. Intended for students expecting to major in music and other qualified students. 3 hrs. K. Taavola.

Sight singing: diatonic melodies in treble, alto, and bass clefs. Keyboard: scales, triads, seventh chords, short diatonic chord progressions. Dictation: intervals, rhythms; short diatonic melodies; short diatonic chorale phrases. Score reading: 2 parts using treble, alto, and bass clefs. Musical terms: tempo markings and rhythmic terminology.

MUSIC 154 Musicianship II

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 152. Intended for students expecting to major in music and other qualified students. A grade of B- or better in MUSIC 154, and failure in none of the individual musicianship components of the course, are required for admission to the music major. 3 hrs. K. Taavola.

Sight singing: longer melodies in 3 clefs, including diatonic modulation. Keyboard: diatonic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies; chorale phrases with diatonic modulation. Score reading: 3 parts using treble, alto, and bass clefs. Musical terms: nuance and expression marks.

MUSIC 251 Tonal Theory III (IV)

Fall. 3 credits. Prerequisites: MUSIC 152 and 154 or equivalent, and concurrent enrollment in MUSIC 253. K. Tan.

Continuation of diatonic and introduction to chromatic harmony; species counterpoint; composition in small forms.

MUSIC 252 Tonal Theory IV (IV)

Spring. 3 credits. Prerequisites: MUSIC 251 and 253 or equivalent, and concurrent enrollment in MUSIC 254. J. Webster.

Study of and composition in larger forms, including sonata form; systematic study of chromatic harmony, voice-leading, and modulation; composition in chromatic style.

MUSIC 253 Musicianship III

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 251. 2 hours TBA. K. Tan.

Sight singing: melodies with chromaticism in treble, alto, tenor, and bass clefs. Keyboard: diatonic modulation, chromatic chords. Dictation: melodies with modulation; chorale phrases with secondary dominants and other chromatic chords. Score reading: 4 parts using treble, alto, tenor, and bass clefs. Musical terms: orchestral ranges, terms, clefs, and transpositions.

MUSIC 254 Musicianship IV

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 252. 2 hours TBA. J. Webster.

Sight singing: melodies in 4 clefs, including modality and chromatic modulation. Keyboard: chromatic sequences, chromatic modulations, improvised modulations employing diatonic pivot chords. Dictation: intervals, rhythms, short melodies, and short, diatonic chorale phrases. Score reading: 4 parts, including transposing instruments. Musical terms: other terms in French, German, and Italian.

[MUSIC 451 Counterpoint

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2002-2003. S. Stucky.

Composition in the polyphonic vocal style of the late Renaissance.]

MUSIC 452 Topics in Music Analysis (also MUSIC 602)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. J. Webster.

A survey of important analytical approaches to tonal music, including thematic-motivic relations, phrase-rhythm, large-scale paragraph construction, structural-tonal voice-leading, and relations among the movements in a multimovement work.

MUSIC 453 Improvisational Theory

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. P. Merrill.

Study of tonal concepts in jazz improvisation including: major and minor modes, rhythmic motive development, swing feel, even eighth-note feel, phrase construction, chordal style, linear style, and ear development through performance, analysis, keyboard skill, transcription and composition.

[MUSIC 454 Composition (IV)

Fall. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2002-2003. R. Sierra.

Study of music composition through the use of traditional forms such as variation and sonata. The student is required to write original pieces for solo and chamber ensembles.]

[MUSIC 455 Conducting (IV)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2002-2003. S. Tucker.

Covers fundamentals of score reading, score analysis, rehearsal procedures and conducting technique; instrumental and choral contexts.]

MUSIC 456 Orchestration (IV)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. R. Sierra.

Orchestration based on nineteenth- and twentieth-century models.

MUSIC 457 20th-Century Musical Languages (IV)

Fall. 4 credits. Prerequisite: MUSIC 252 and MUSIC 254. K. Taavola.

This course examines the diverse compositional structures and styles of the Twentieth Century, developing student's skills through listening, analysis, improvisation, and short compositional assignments, as well as supplementary readings. Beginning with the expanded tonal languages of Wagner, Prokofiev, and Liszt, the course covers the modal, atonal, and serial techniques developed in the first half of the century by Debussy, Bartok, Schoenberg, Varese, Stravinsky, and others. Post-1945 use of these compositional styles will be compared and contrasted with such musical trends as minimalism, experimentalism, and aleatoric and microtonal approaches.

Music in History and Culture

MUSIC 221 History of Rock Music (also AM ST 223) (IV)

Spring. 3 credits. No previous training in music required. J. Peraino.

This course examines the development and cultural significance of rock music from its origins in blues, gospel, and Tin Pan Alley up to present-day genres of alternative rock and hip hop.

MUSIC 222 A Survey of Jazz (also AM ST 222) (IV)

Fall. 3 credits. Enrollment limited. S. Pond.

This course addresses jazz from two perspectives: the various sounds of jazz, as well as the historical streams—musical and cultural—which have contributed to its development. The historical focus locates jazz as an expression of culture. We investigate how jazz affects and is affected by notions of ethnicity, class, nationalism, gender, art, and genre. We examine what has changed over time and try to understand why. Throughout we focus our inquiry through listening to recordings, studying writings about music by musicians and nonmusicians, learning to listen with new ears, experiencing jazz hands-on, and collaborating to add to the body of literature on jazz.

MUSIC 245 Gamelan in Indonesian History and Cultures @ (IV)

Fall or spring. 3 credits. Permission of instructor. No previous knowledge of musical notation or performance experience necessary. M. Hatch.

An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required.

[MUSIC 261 Bach and Handel # (IV)]

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2002–2003. D. Yearsley.
Bach's music, product of a provincial life, and Handel's music, product of a cosmopolitan life, are compared. Genres studied include works for keyboard instruments, chamber music, concertos, cantatas, operas, oratorios, anthems, and esoterica.]

[MUSIC 262 Haydn and Mozart # (IV)]

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2002–2003. J. Webster.
Music for courts, theaters, churches, concerts, dancing, marching, public and private ceremonies, and domestic use by two extraordinarily different musical personalities who were friends, is explored in its historical and socio-cultural contexts.]

[MUSIC 263 Beethoven # (IV)]

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. J. Webster.
A survey of Beethoven's life, works, and influence. While the primary focus is his musical style and its development, the course also covers social-cultural factors and the psychology and reception of genius.

[MUSIC 264 Musical Romantics # (IV)]

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2002–2003. D. Rosen.
This survey of music from 1815 to 1900 is divided into five segments focusing on five composers (Schubert, Berlioz, Verdi, Wagner, and Mahler) and two or three segments on broader topics, such as musical nationalism in Russia, fin de siècle Vienna, the art song, and the history of the piano and its music.]

[MUSIC 274 Opera # (IV)]

Fall. 3 credits. R. Harris-Warrick.
An introduction to major works of the operatic repertoire, with discussion of texts and theatrical performances as well as music. Video recordings are an integral part of the course; trips to live performances are scheduled where possible.

[MUSIC 275 Choral Sounds # (IV)]

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2002–2003. R. Harris-Warrick.
This course examines representative works composed for group singing, primarily from the Western choral tradition, but also including folk and popular styles, from the Middle Ages to the twentieth century. Class includes discussion of performance practices as well as historical and stylistic issues, and is integrated with local concert offerings.]

[MUSIC 276 The Orchestra and Its Music # (IV)]

Spring. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Not offered 2002–2003. N. Zaslaw.
The music of, and the social structures supporting, large instrumental ensembles in the Western world, including: Italian court festivals of the sixteenth century, string bands of the seventeenth century, Lully's ascendancy at Paris and Versailles, and music of Purcell, Corelli, Vivaldi, Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Wagner, Brahms, Tchaikovsky, Bruckner, Mahler, Strauss, Stravinsky, Schoenberg, Webern, Bartók,

Shostakovich, Messiaen, Copland, Carter, Tower, Stucky, Sierra, and others.]

[MUSIC 277 The Piano and Its Music (IV)]

Fall or spring. 3 credits. Prerequisite: 1 semester of music theory (MUSIC 105, an equivalent course, or equivalent experience) or permission of the instructors. Not offered 2002–2003. D. Rosen and M. Bilson.

Representative masterpieces of the piano repertoire from J. S. Bach to the present, placed in the context of the instruments for which they were written and the social structures mediating their production. Thus three different historical approaches are interwoven: (1) the history of music written for the piano and its predecessors, the harpsichord and clavichord; (2) the development of the piano from these predecessors, through Mozart's Stein piano, the pianos of Beethoven, Chopin, Liszt, and Brahms, up to today's Steinway; and (3) the social history of the piano.]

[MUSIC 372 Mind and Memory (also ENGL 301, S HUM 301, and THETR 301) (IV)]

Spring. 4 credits. J. Morgenroth.
See THETR 301 for description.

Music History Courses for Majors and Qualified Nonmajors**[MUSIC 207 Survey of Western Music I # (IV)]**

Fall. 3 credits. Prerequisite: MUSIC 151/153, concurrent enrollment in 151/153, or permission of instructor. J. Peraino.

A survey of Western music and its social contexts from the beginning of notation (circa 900) to 1700. Topics include sacred chant, secular song, polyphony, madrigals, early opera, and the development of independent instrumental music. The course emphasizes listening and comprehension of genres and styles, and is intended for music majors and qualified non-majors.

[MUSIC 208 Survey of Western Music II # (IV)]

Spring. 3 credits. Prerequisite: MUSIC 152/154, concurrent enrollment in 152/154, or permission of instructor. A. Richards.

A survey of Western music and its social contexts from 1700 to the present. Topics include the decline of church music, the rise of public concerts and opera, the evolution of domestic music-making, and the influence of electronic media upon acoustical traditions. The course, which emphasizes listening and comprehension of genres and styles, is intended for music majors and qualified non-majors.

[MUSIC 300 Proseminar in Musicology (IV)]

Spring. 4 credits. N. Zaslaw.
Introduction to methods in musicology, including historiography, criticism, approaches to vernacular and non-western musics, and gender studies.

[MUSIC 374 Opera and Culture (also GERST 374 and ITALA 374) (IV)]

Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. Not offered 2002–2003. A. Groos.
See GERST 374 for description.]

[MUSIC 381 Music in Western Europe to 1700 # (IV)]

Fall. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2002–2003. J. Peraino.

Western European music from the Middle Ages to the early Baroque, including Gregorian chant, secular monophony, the development of polyphony, the birth of opera, and the rise of independent instrumental music.]

[MUSIC 382 Music of the Eighteenth Century # (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2002–2003. J. Webster.

Music in Western and Central Europe and North America from Bach, Handel, and Vivaldi to Haydn and Mozart, including comic and serious opera, church music, concert music, and social music.]

[MUSIC 383 Music of the Nineteenth Century # (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. S. Stucky.
A chronological survey of nineteenth-century music from Beethoven through Puccini including reference to its cultural and historical context.

[MUSIC 384 Music of the Twentieth Century (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2002–2003. S. Stucky.

Covers movements, schools, and styles in "classical" music from the turn of the century to the present. Includes extensive listening and reading assignments for historical breadth; detailed attention to representative works for analytical depth.]

[MUSIC 386 Topics in Popular Music and Jazz (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152/154. S. Pond.

Topic: Post-Bebop Jazz to 1970. This course examines a cluster of jazz developments in the aftermath of the Bebop Revolution, from the late 1940s to the mid-1960s, from historical, cultural, and analytical viewpoints. A special focus is the complex of styles known as Hard Bop. The course also discusses the negotiation in jazz of Western European- and African-based aesthetics, key personalities of the time, compositional and improvisational developments, the music industry, and cultural politics of this rich period of jazz history. Throughout, we are attentive to the myriad musical streams that grew out of this time, and assess the historical importance this period has assumed in retrospect.

[MUSIC 388 Historical Performance Practicum # (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2002–2003. M. Bilson.

The study of eighteenth- and nineteenth-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.]

MUSIC 390 Culture of Renaissance II
(also COM L 362, ENGL 325, HIST 364 ART H 351) # (III or IV)

Fall. 4 credits. Plus discussion section.

C. Kaske and K. P. Long.

See COM L 362 for description.

MUSIC 398-399 Independent Study in Music History

398, fall; 399, spring. 4 credits. Prerequisite: MUSIC 152 and permission of instructor. Staff.

Advanced study of various topics in music history. Students enrolling in MUSIC 398-399 participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

[MUSIC 400 Senior Seminar

4 credits. Not offered 2002-2003. Staff.]

[MUSIC 410 Music and Monstrous Imaginings # (IV)

Fall. 4 credits. Not offered 2002-2003.

A. Richards.

This seminar explores the limits of the imaginary in the eighteenth- and nineteenth-century culture, from theories of fantasy, unreason, and "monstrous imagining" to freak shows, virtuosi, and illusionists. Focusing on visual, literary, and musical phantasmagoria, we investigate the performance of the uncanny (Paganini and devilish technical feats, Mesmer and the glass harmonica), the gendered imagination and artistic creation (pregnancy and invention), technologies of death and its representation (the guillotine and wax museum, magic lantern shows and automata). Novels by Radcliffe, Lewis, Shelley; instrumental music by C. P. E. Bach, Beethoven, Mendelssohn, Berlioz; opera by Mozart, Weber, Meyerbeer; critical texts from Addison and Steele to Freud and Foucault.]

MUSIC 411 The Organ in Western Culture # (IV)

Fall. 4 credits. Prerequisite: permission of instructor. A. Richards and D. Yearsley.

The oldest Western musical instrument, the organ, has the longest and richest repertoire and has played a vital role in European culture for more than a millennium. This course traces the changing musical, technological, social, and political significance of the organ from Antiquity to the present day, from the Roman Coliseum to Yankee Stadium, from J. S. Bach to Jimmy Smith.

[MUSIC 474 Opera, History, Politics, Gender (also HIST 460, WOMNS 454, COM L 459, S HUM 459, ITALIA 456) (III or IV)

Spring. 4 credits. Not offered 2002-2003.

M. Steinberg and S. Stewart.

See HIST 460 for description.]

[MUSIC 490 American Musical Theatre (also ENGL 454) (IV)

Spring. 4 credits. Not offered 2002-2003.

S. McMillin.

See ENGL 454 for description.]

[MUSIC 492 Music and Queer Identity (IV)

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2002-2003. J. Peraino.

Throughout history music has been associated with "otherness" in Western cultures. Appropriately, lesbian and gay individuals and communities have turned to music as a means of expressing and negotiating their "queer"

identity within status-quo culture. This course examines how and why music encodes "queerness" by focusing on various musical genres (such as opera, disco, women's music, country) and composer/musicians (such as Franz Schubert, Judy Garland, David Bowie) that have become significant for various lesbian and gay communities. The course also examines the reasons behind the general popularity of queer-coded but "straight-identified" performers such as Elvis Presley, Prince, and Michael Jackson.]

MUSIC 493 Women and Music (also WOMNS 496) (IV)

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. J. Peraino.

This course introduces the students to a critical examination of women's participation in Western European and American musical traditions. The course focuses on the various subject positions and critical perspectives that women hold in examples of music and writings about music. Of primary importance are the concepts of "objective" vs. "subjective" approaches to the topic of the week. Topics include approaches to history and criticism, women composers, women performers, women as objects, women's music, drag and androgyny, and women as listeners. Students are asked to keep a journal of their reactions to the readings, listening assignments, and class discussions, and to write "objective" and "subjective" formal papers.

MUSIC 494 Love, Sex, and Song in Medieval France (also WOMNS 403) (IV)

Fall. 4 credits. J. Peraino.

This course explores the cult of courtly love and its inextricable relationship with singing. We focus on secular music and poetry and relevant narratives of Southern and Northern France from the twelfth and thirteenth centuries, and consider issues such as constructions of gender and gender relations, music and sexuality in the Middle Ages, medieval misogyny, women's voices in courtly love lyric, the relationship of words and music, performance context, and reconstruction.

MUSIC 495 Sondheim & Musical Theatre (also ENGL 473, THETR 472) (IV)

Fall. 4 credits. S. McMillin.

See ENGL 473 for prerequisite and description.

Independent Study**MUSIC 301-302 Independent Study in Music**

301, fall; 302, spring. Credit TBA.

Prerequisite: departmental approval.

Presupposes experience in the proposed area of study. Staff.

Honors Program**MUSIC 401-402 Honors in Music**

401, fall; 402, spring. 4 credits each term.

Limited to honors candidates in their senior year. Staff.

Digital Music and New Media**MUSIC 120 Learning Music through Digital Technology (IV)**

Fall or spring. 3 credits. Enrollment limited.

Prerequisite: permission of instructor. D. Borden.

This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. The ability to read music is helpful but not necessary. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student's final project in a concert open to the public.

[MUSIC 220 Learning Counterpoint through Digital Technology

Spring. 3 credits. Enrollment limited.

Prerequisite: MUSIC 152 and permission of instructor. Not offered 2002-2003.

D. Borden.

This course is a study of traditional contrapuntal techniques from the fourteenth century to the present, with emphasis on invention and fugue. Synthesizers, samplers, MIDI, and music software are covered. There are three classroom concerts, some analysis and a final public concert.]

MUSIC 320 Scoring the Moving Image Using Digital Technology (IV)

Spring. 4 credits. Prerequisite: MUSIC 120 with a grade of B or higher and MUSIC 251. D. Borden.

Students learn sound design and music composition using MIDI and Digital Audio to enhance images in motion. The course is at least partially collaborative, involving students taking courses in computer animation, film, and dance. In addition, to learn techniques involving synchronizing sound to image, film clips from various sources are used as practice exercises. The final project is a public showing of film computer animation and/or dance performance using the sounds and music provided by the students in this course.

[MUSIC 420 Introduction to MIDI Techniques

Spring. 4 credits. Permission of instructor.

Not offered 2002-2003. D. Borden.

This course is an introduction to MIDI for students who are already at an advanced level in music composition. Three composition projects are completed in collaboration with film, dance, and computer animation students.]

Musical Performance

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, and some brass and woodwind instruments to those students advanced enough to do college-level work in these instruments. Lessons are available by audition only. They may be taken either without credit or, through MUSIC 321-322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but also by audition only (see MUSIC 321h-322h).

Lessons for beginners. The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

Auditions. Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (101 Lincoln Hall) for information.

Fees. The fee for a one-half hour lesson weekly, *without credit*, is \$150 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$300. The fee in MUSIC 321–322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$225 per term. All fees are nonrefundable once lessons begin, *even if the course is subsequently dropped*.

Scholarships. Music majors receive a scholarship of up to \$225 per term. Members of department-sponsored organizations and ensembles may, with the permission of the director of the organization, receive a scholarship of up to \$100 of the Cornell fee for the type of lessons chosen during the term. All scholarships are intended only for lessons in the student's primary performing medium. Scholarship forms, available in the Music Department office, are to be returned to the office *within the first three weeks of classes*.

Practice rooms. Practice-room fees for a room with a **grand piano** are \$75 per term for up to 10 hours weekly, with a charge of \$10 for each additional hour. A \$25 cash deposit must be made for a key to the grand piano practice rooms, \$20 of which is refunded upon return of the key. Fees for a room with either an **upright piano** or **drum set** are \$60 per term for up to 10 hours weekly, with a charge of \$8 for each additional hour, and fees for a room **without a piano** are \$25 per term for up to 10 hours weekly. The fee for use of the **pipe organs** is \$60 per term for up to 10 hours weekly. All fees are non-refundable and are not prorated.

Earning credit for lessons. For every four credits earned in MUSIC 321–322, the student must have earned, or currently be earning, at least three credits in another music course (excluding freshman seminars, MUSIC 321–322, 323–324, 331–343, or 421 through 448). These three credits must be earned prior to, or simultaneously with the first two credits in 321–322; they cannot be applied retroactively. Transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department chair.

Lessons taken outside Cornell. Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h–322h and contact the Music Department office.

MUSIC 321–322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass

Prerequisite: advanced students may register only after a successful audition with the instructor, usually scheduled during the first week of classes, and will receive credit only as described under "Earning credit". Students may register for this course in successive years.

Students, at the sole discretion of the instructor, earn two credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule.

MUSIC 321a–322a Individual Instruction in Voice

321a, fall; 322a, spring. 2 credits each term. Prerequisite: successful audition. Limited enrollment. Attendance at weekly studio class required for *all* credit students. J. Kellock.

MUSIC 321b–322b Individual Instruction in Organ

321b, fall; 322b, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

MUSIC 321c–322c Individual Instruction in Piano

321c fall; 322c, spring. 2 credits each term. Prerequisite: successful audition. X. Bjerken, M. Bilson.

MUSIC 321d–322d Individual Instruction in Harpsichord

321d, fall; 322d, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

MUSIC 321e–322e Individual Instruction in Violin or Viola

321e, fall; 322e, spring. 2 credits each term. Prerequisite: successful audition. K. Tan.

MUSIC 321f–322f Individual Instruction in Cello

321f, fall; 322f, spring. 2 credits each term. Prerequisite: successful audition. H. Hoffman.

MUSIC 321g–322g Individual Instruction in Brass

321g, fall; 322g, spring. 2 credits each term. Prerequisite: successful audition. Staff.

MUSIC 321h–322h Individual Instruction Outside Cornell

321h, fall; 322h, spring. 2 credits each term. Prerequisite: successful audition. All the standard orchestral and band instruments, keyboard instruments, guitar and voice may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell and when there is limited enrollment in MUSIC 321–322. Prior approval and audition by a member of the faculty in the department is required, and credit may be earned only as described under "Earning credit," above. Additionally, a departmental petition must be completed by the end of the third week of classes. For information and a list of approved teachers, consult the department office, 101 Lincoln Hall.

MUSIC 321i–322i Individual Instruction in Woodwinds

321i, fall; 322i, spring. 2 credits each term. Prerequisite: successful audition. D. Conn.

MUSIC 323–324 Advanced Individual Instruction

323, fall; 324, spring. 4 credits each term. Open only to juniors and seniors majoring in music and to graduate students. Majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$225 per semester is normally awarded to such students.

Musical Organizations and Ensembles

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only (usually at the beginning of each semester), except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students

may register in successive years, but no student may earn more than eight credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

MUSIC 331–332 Sage Chapel Choir

331, fall or summer; 332, spring. 1 credit. No audition for admission. R. Riley. Open to all students and members of the university. Varied and demanding repertoire. The Sage Chapel Choir sings regularly in the Sunday Service of Worship which is broadcast on 870 WHCU-AM radio, and on special occasions throughout the year.

MUSIC 333–334 Cornell Chorus

333, fall; 334, spring. 1 credit. Prerequisite: permission of instructor. Staff. A treble-voice chorus specializing in music for women's voices and in mixed-voice repertory.

MUSIC 335–336 Cornell University Glee Club

335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor. T. Sokol. A male-voice chorus specializing in music for men's voices and in mixed-voice repertory.

MUSIC 337 Wind Symphony

Fall. 1 credit. Prerequisite: permission of instructor. D. Conn.

MUSIC 338 Symphonic Band

Spring. 1 credit. Prerequisite: permission of instructor. D. Conn.

MUSIC 339–340 Jazz Lab Ensemble

339, fall; 340, spring. 1 credit. Prerequisite: permission of instructor. P. Merrill. Study and performance of classic and contemporary big band literature.

MUSIC 342 Wind Ensemble

Spring. 1 credit. Prerequisite: permission of instructor. D. Conn.

MUSIC 343–344 Cornell Symphony Orchestra

343, fall; 344, spring. 1 credit. Prerequisite: permission of instructor. J. Hsu.

MUSIC 345–346 Introduction to the Gamelan

345 fall; 346 spring. 1 credit. Enrollment limited. Prerequisite: permission of instructor. M. Hatch.

Concentrated instruction for students in advanced techniques of performance on the Indonesian *gamelan*.

MUSIC 421–422 Cornell Chamber Orchestra

421, fall; 422 spring. 1 credit. Prerequisite: permission of instructor. X. Bjerken. Study and performance of the chamber symphonies of Haydn, Mozart, and their contemporaries.

MUSIC 437–438 Chamber Winds

437, fall; 438, spring. 1 credit each term. Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only. D. Conn. Flexible instrumentation ensembles perform original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's Octet and new music premieres. The ensembles participate in Wind Symphony, Symphonic Band, and Wind Ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 439-440 Jazz Ensemble

439, fall; 440, spring. 1 credit. Prerequisite: permission of instructor. P. Merrill.
Study and performance of classic and contemporary big band literature.

MUSIC 441-442 Chamber Music Ensemble

441, fall; 442, spring. 1 credit. Prerequisite: permission of instructor. Coordinator: K. Tan.
Study and perform chamber music works from duos to octets for pianists, string, and wind players.

MUSIC 443-444 Chorale

443, fall; 444, spring. 1 credit each term.
Prerequisite: permission of instructor. Staff.
Study and performance of selected choral music for mixed voices.

MUSIC 445-446 Cornell Gamelan Ensemble

445, fall; 446, spring. 1 credit each term.
Enrollment limited. Prerequisite: permission of instructor. M. Hatch.
Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

MUSIC 447-448 Chamber Singers

447, fall; 448, spring. 1 credit each term.
Prerequisite: permission of instructor. Plus 2 hours TBA. Staff.
A mixed-voice chamber choir specializing in Renaissance and twentieth-century music.

Graduate Courses

Open to qualified undergraduates with permission of instructor.

MUSIC 601 Introduction to Bibliography and Research

Fall. 4 credits. L. Coral.
This course explores the nature of the discipline and introduces the many types of bibliographic tools, both printed and electronic, needed to pursue research in music.

MUSIC 602 Analytical Technique (also MUSIC 452)

Spring. 4 credits. J. Webster.
A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.

[MUSIC 603 Editorial Practice]

Spring. 4 credits. Not offered 2002-2003.]

MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis

Spring. 4 credits. Open to graduate students in anthropology, linguistics, psychology, sociology, and other cognate fields with permission of instructor. S. Pond.
Topic: current issues in ethnomusicology.

MUSIC 622 Historical Performance Practicum

Spring. 4 credits. M. Bilson.
The study of eighteenth- and nineteenth-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.

[MUSIC 653 Topics in Tonal Theory and Analysis]

Spring. 4 credits. Not offered 2002-2003. J. Webster.]

[MUSIC 654 Topics in Post-Tonal Theory and Analysis]

Spring. 4 credits. Not offered 2002-2003.]

MUSIC 657-658 Composition

657, fall; 658, spring. 4 credits each term.
F 1:25-4:00 p.m. plus 1 hour TBA.
R. Sierra, S. Stucky.

[MUSIC 674 German Opera (also GERST 672)]

Spring. 4 credits. Not offered 2002-2003.
A. Groos.
See GERST 672 for description.]

[MUSIC 677 Mozart: His Life, Works, and Times (also GERST 757)]

Spring. 4 credits. Not offered 2002-2003.
N. Zaslaw.]

[MUSIC 680 Topics in Ethnomusicology]

Spring. 4 credits. Not offered 2002-2003.
S. Pond.]

[MUSIC 681 Seminar in Medieval Music]

Fall. 4 credits. Not offered 2002-2003.
J. Peraino.
Topic: Medieval Music and Notation.]

[MUSIC 683 Music and Postmodern Critical Theory]

Fall. 4 credits. Not offered 2002-2003.
J. Peraino.
This course surveys the many critical theories that have been included under the umbrella of "postmodernism," and that have fueled the debate between "old" and "new" styles of musicology. Readings focus on structuralism and poststructuralism, feminist literary criticism, queer theory, and postmodern and postcolonialism, and their application in musicology and ethnomusicology. A broad spectrum of music is examined along with the readings.]

[MUSIC 684 Seminar in Renaissance Music]

Fall. 4 credits. Not offered 2002-2003.
R. Harris-Warrick.]

MUSIC 686 Seminar in Baroque Music

Spring. 4 credits. R. Harris-Warrick.
Topic: French opera from Lully to Gluck.

[MUSIC 688 Seminar in Classical Music]

Fall. 4 credits. Not offered 2002-2003.
J. Webster. Topic: Haydn.]

MUSIC 689 Seminar in Music of the Romantic Era

Fall. 4 credits. J. Webster.
Topic: Instrumental music in the larger forms.

MUSIC 690 Seminar in Music of the Twentieth Century

Fall. 4 credits. S. Stucky.
Topic: Lutoslawski.

MUSIC 691-692 Historical Performance

691, fall; 692, spring. 4 credits each term.
Prerequisite: permission of instructor.
M. Bilson.
Lessons on the major instrument with supplementary study and research on related subjects.

[MUSIC 693 Seminar in Performance Practice]

Spring. 4 credits. Not offered 2002-2003.
N. Zaslaw.
String bands, orchestral discipline, and orchestral repertoires in Paris and Versailles in the seventeenth century and their dissemination in Western Europe. Special emphasis on the music and prefaces of Georg Muffat.]

MUSIC 697-698 Independent Study and Research

697, fall; 698, spring. Credit TBA. Staff.

[MUSIC 785-786 History of Music Theory]

785, fall; 786, spring. 4 credits each term.
Not offered 2002-2003.]

[MUSIC 787 History and Criticism]

Spring. 4 credits. Not offered 2002-2003.
A. Richards.
Topic: 18th and early 19th-century aesthetics and criticism of fantasy. Fantasy, in European musical thought in the late 18th century, is a conflicted and troubled concept. Both celebrated for its freedoms, and castigated for its potential lack of coherence, the fantasy occupies a privileged place in the composed repertoire, and in the performance practice of the period. This seminar explores music by C. P. E. Bach, Mozart, Haydn, and Beethoven in the context of German and English criticism by such writers as Avison, Cramer, Forkel, Burney, Schubart, and Schlegel. Our aim is to explore the ways in which the fantasy and its attendant criticism both shaped and were shaped by broader aesthetic theory, and can function as a vehicle for reflections on the sublime, beautiful, and picturesque in music.]

[MUSIC 789 Liturgical Chant in the West]

Spring. 4 credits. Not offered 2002-2003.]

MUSIC 901-902 Thesis Research

901, fall; 902, spring. Up to 6 credits each term, TBA. Offered for S-U only.
Limited to doctoral students in music who have passed the Admission-to-Candidacy Exam.

NEAR EASTERN STUDIES

R. Brann, (chair); W. T. Dickens, K. Haines-Eitzen (director of Undergraduate Studies), C. Mitchell, D. I. Owen, (director of the Program of Jewish Studies); D. Powers, A. Rahmouni, G. Rendsburg, N. Scharf, S. Shoer, D. Starr, S. Toorawa (director of Graduate Studies), M. Younes, J. Zorn
Joint faculty: M. Bernal (Emeritus)

The Department

The Department of Near Eastern Studies (360 Rockefeller Hall, 255-6275) offers courses in Near Eastern civilization including archaeology, history, religions, languages, and literatures. These course offerings treat the Near East from the dawn of history to the present and emphasize methods of historical, cultural, and literary analysis. Students are encouraged to take an interdisciplinary approach to the religions and cultures of the region and their articulation during antique, late antique, medieval, and modern times.

Distribution Requirements

Any two Near Eastern Studies history or archaeology courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences/history. Any two Near Eastern Studies civilization or literature courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the humanities. NES 197 or NES 251 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences/history or humanities, depending on the second course used in

combination with 197 or 251. All 200- or 300-level language courses may fulfill the humanities requirement.

The Major

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the student's adviser. All majors must satisfy the following requirements (no course may be used to satisfy two requirements; S-U options not permitted):

- A. Qualification in two Near Eastern languages or proficiency in one.
- B. Nine three- or four-credit NES courses, which must include the following:
 1. NES 197 or 251.
 2. Two 200-level NES survey courses, one whose chronological parameters fall within the period 3000 B.C.E. to 600 C.E., and one whose chronological parameters fall within the period 600 C.E. to the present. The following are examples (a complete list can be obtained in the department office):
 - 3000 B.C.E. to 600 C.E.
 - NES 223, Introduction to the Hebrew Bible
 - NES 261, Ancient Seafaring
 - NES 229, Introduction to the New Testament
 - NES 295, Introduction to Christian History
 - 600 C.E. to the present
 - NES 235, Jews and Arabs in Contact and Conflict: The Modern Period
 - NES 250, Muhammad and Mystics in the Literatures of the Islamic World
 - NES 258, Islamic History 1258–1914
 - NES 294, Modern History of the Near East
 3. At least two NES courses at the 300 level or above (one of which may be NES 301, 302, 311, or 312).

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

Honors. Candidates for the degree of Bachelor of Arts with honors in Near Eastern Studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the fall and spring semesters of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ or better and have demonstrated superior performance overall in Near Eastern Studies courses. After consulting their major adviser, candidates should submit a proposal to their committee members and the Director of Undergraduate Studies **during the second semester of their junior year.** The Near Eastern Studies main office has more specific guidelines for the honors thesis.

Study abroad. Near Eastern Studies majors may choose to study in the Near East during their junior year. There are various academic programs in the countries of the Near East that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on

Cornell-sponsored projects in the Near East may also qualify for course credit.

First-Year Writing Seminars

For descriptions, consult the John S. Knight Institute brochure for times, instructors, and descriptions.

Language Courses

NES 101–102 Elementary Modern Hebrew I and II (also JWST 105–106)

101, fall; 102, spring. 6 credits each term.

NES 102 satisfies the language qualification. Prerequisite for NES 102: 101 or permission of instructor. Enrollment limited to 17 students in each section. S. Shoer.

Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension, and speaking. Students who complete the course are able to function in basic situations in a Hebrew-speaking environment.

NES 105–106 Elementary Hindi-Urdu (also HINDI 101–102)

Fall, spring. 6 credits each term.

M. Farooqi.

For description, see HINDI 101–102.

NES 107 Introduction to Urdu Script (also HINDI 125)

Spring. 1 credit. M. Farooqi.

For description, see ASIAN 125.

NES 111–112 Elementary Arabic I and II

111, fall; 112, spring. Enrollment limited to 17 in each session. 6 credits each term.

NES 112 provides language qualification.

NES 111 is prerequisite for 112, or permission of instructor. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis is on learning the language through using it in meaningful contexts. Students who successfully complete the two-semester sequence are able to: (1) understand and actively participate in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions, etc.); (2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.); (3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

[NES 123–124 Elementary Biblical Hebrew I and II (also JWST 123–124, RELST 123–124)]

123, fall; 124, spring. 3 credits each term.

NES 124 provides language qualification.

Enrollment limited to 17 students. Not offered 2002–2003. Staff.

The course is intended to develop basic proficiency in reading the Hebrew Bible. The first semester emphasizes introductory grammar and vocabulary. The second semester focuses on reading selected passages in the Hebrew Bible, with further development of vocabulary and grammar.]

NES 133–134 Introduction to Qur'anic and Classical Arabic (also RELST 133–134)

133, fall; 134, spring. S. Toorawa. 4 credits each semester. *NES 134 provides language qualification.*

This course is designed for students who are interested in reading the language of the Qur'an and *Hadiths* (Sayings of the Prophet) with accuracy and understanding. Authentic texts in the form of chapters from the Qur'an and *Hadiths* are presented and analyzed, and basic grammatical structures are discussed, explained, and practiced systematically. Interested students are encouraged to memorize excerpts from the texts. At the end of the two-semester sequence, the successful student has mastered a working vocabulary of over 1,000 words, correct pronunciation, and the most commonly used grammatical structures. In addition, the course provides the student with a firm foundation on which to build an advanced study of Classical Arabic.

NES 201–202 Intermediate Modern Hebrew I and II (also JWST 201–202) @

201, fall; 202, spring. Enrollment limited to 15 students in each section. 4 credits each term. *NES 201 provides language proficiency.*

Prerequisites for NES 201, 102 or permission of instructor; for NES 202, 201 or permission of instructor. N. Scharf.

A sequel to NES 101–102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills. The course introduces Hebrew literature and Israeli culture through the use of texts and audio-visual materials.

NES 211–212 Intermediate Arabic I and II @

211, fall; 212, spring. Enrollment limited to 15 students in each section. 4 credits each term. *NES 211 provides language proficiency.*

Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor. M. Younes.

A sequel to NES 111–112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. Increasing attention is given to developing native-like pronunciation and grammatical accuracy, but the main focus is on developing communication skills. The student who successfully completes 212 is able to: (1) understand and express himself or herself in Arabic in situations beyond the basic needs; (2) read and comprehend written Arabic of average difficulty; (3) write a letter, a summary of a report, or a reading selection. An appreciation of Arabic literature and culture is sought through the use of authentic materials.

NES 301–302 Advanced Modern Hebrew I and II (also JWST 301–302) @ (IV)

301, fall; 302, spring. Limited to 15 students. 4 credits each term. Prerequisite for NES 301: 202 or equivalent, with permission of instructor. Prerequisite for NES 302: 301 or equivalent, with permission of instructor. This sequence may be used to fulfill the humanities distribution requirement in literature. N. Scharf.

Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: language is viewed through literature and literature through language. Students develop composition skills by studying language structures, idioms, and various registers of style.

NES 311 Advanced Intermediate Arabic I @ (IV)

Fall. 4 credits. Prerequisite: NES 212 or permission of instructor. Limited to 15 students. S. Toorawa.

Students are introduced to authentic, unedited Arabic language materials ranging from poems, short stories, and plays to newspaper articles dealing with social, political, and cultural issues. Emphasis is on consolidation of reading and writing skills.

NES 312 Advanced Intermediate Arabic II @ (IV)

Spring. 4 credits. Limited to 15 students. Prerequisite: NES 311, or permission of instructor. D. Starr.

Students are introduced to authentic, unedited Arabic language materials ranging from poems, short stories, and plays to newspaper articles dealing with social, political, and cultural issues. Emphasis will be on developing fluency in oral expression through discussions of issues presented in the reading selections. A primary objective of the course is the development of writing skills through free composition exercises in topics of interest to individual students.

NES 313 Classical Arabic Texts (also RELST 313) # @ (IV)

Spring. 4 credits. Prerequisite: NES 212 or equivalent. D. Powers.

This course will introduce students to different genres of literary Arabic. We read, translate and discuss selected texts written in classical and modern standard Arabic. Review of morphology and grammar.

NES 314 Qur'an and Commentary (also RELST 314) # @ (IV)

Fall. 4 credits. D. Powers.

This course is an advanced study of classical Arabic through a close reading of selected chapters of the Qur'an, together with the Qur'anic commentary (tafsir) and other relevant literature. Special attention is given to grammar, syntax, and lexicography.

[NES 330-331 Hieroglyphic Egyptian I and II (IV)]

330 fall; 331 spring @ #. 4 credits. NES 331 provides language qualification. Not offered 2002-2003. Staff.]

NES 333-334 Elementary Akkadian I & II (also NES 633-634) (IV)

333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. A. Rahmouni.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings in comparative Semitic linguistics, the position of Akkadian in the family of Semitic languages and on the history and culture of Mesopotamia provide a background for study of the language. Knowledge of another Semitic language is helpful but not essential.

[NES 337-338 Ugaritic I & II (also NES 637-638) @ # (IV)]

337, fall; 338, spring. 4 credits. Prerequisite: knowledge of another Semitic language (preferably Hebrew). Not offered 2002-2003. G. Rendsburg.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.]

NES 420 Readings in the Biblical Hebrew Prose (also JWST 420, RELST 420) @ # (IV)

Fall. 4 credits. Provides language proficiency. Prerequisite: 1 year of biblical or modern Hebrew. Course may be repeated for credit. G. Rendsburg.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns.

[NES 433 Introductory Sumerian I (also NES 631) @ # (IV)]

Fall. 4 credits each semester. Prerequisite: permission of instructor. Not offered 2002-2003. D. I. Owen.]

[NES 434 Introductory Sumerian II (also NES 632) @ # (IV)]

Spring. 4 credits each semester. Provides language qualification. Prerequisite: NES 433/631. Not offered 2002-2003. D. I. Owen.

Continued study of Sumerian grammar and syntax; further readings in selected Sumerian economic, legal, and historical inscriptions of the late third millennium B.C.E.; additional discussion of Sumerian civilization and culture.]

[NES 435 Aramaic I @ # (IV)]

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Enrollment limited to 15 students. Not offered 2002-2003. G. Rendsburg.

A panoply of Aramaic materials is read during the course, including selections from ancient Aramaic inscriptions, the biblical books of Ezra and Daniel, Qumran texts, and the Targumim. Explanations of grammar, syntax, and vocabulary are based on the linguistic data which occur in the readings.]

NES 625 West Semitic Inscriptions

Fall. 4 credits. G. Rendsburg. A study of the major inscriptions of the West Semitic languages of the Iron Age. These include texts in Hebrew, Aramaic, Phoenician, Ammonite, Moabite, and Edomite.

[NES 631 Introductory Sumerian I (also NES 433)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. D. I. Owen.

For description, see NES 433 under Near Eastern Languages.]

[NES 632 Introductory Sumerian II (also NES 434)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2002-2003. D. I. Owen.

For description, see NES 434 under Near Eastern Languages.]

NES 633-634 Elementary Akkadian I and II (also NES 333-334)

633, fall; 634, spring. 4 credits each term. Prerequisite for NES 634: 633 or permission of instructor. A. Rahmouni.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the

Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings in comparative Semitic linguistics, the position of Akkadian in the family of Semitic languages and on the history and culture of Mesopotamia provide the background for the study of the language. Knowledge of another Semitic language helpful but not essential.

[NES 637-638 Ugaritic I and II (also NES 337-338)]

637, fall; 638, spring. 4 credits. Prerequisite: knowledge of another Semitic language (preferably Hebrew). Not offered 2002-2003. G. Rendsburg.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.]

Archaeology**[NES 261 Ancient Seafaring (also ARKEO 275, JWST 261) @ # (III)]**

Fall. 3 credits. Enrollment limited to 80 Students. Not offered 2002-2003. D. I. Owen.]

NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, and RELST 264) @ # (III)]

Spring. 3 credits. J. Zorn.

A survey of the principal archaeological developments in Canaan/Israel from the Neolithic period (ca 9000 B.C.E.) to the Babylonian Exile (586 B.C.E.). Includes an introduction to archaeological methodology used in the reconstruction of ancient cultures, as well as the basic bibliography of the field. Emphasis is placed on the use of archaeological data for understanding major problems in Israelite history and archaeology: such as the dating of the cultural milieu of the patriarchs, the dating and geographical setting of the Exodus and the Israelite conquest, and the origin and history of the Philistines. Special lectures are devoted to topics such as: warfare, cult, food production and storage, writing, and water systems. Recommended for students planning to participate in excavations in Israel.

NES 266 Jerusalem Through the Ages (also JWST 266, ARKEO 266, and RELST 266) @ # (III)]

Fall. 3 credits. J. Zorn.

Jerusalem is a holy city to the adherents of the three great monotheistic faiths: Judaism, Christianity, and Islam. For most of its existence it has also been a national capital or major provincial center for the many states and empires that vied for control of the vital land bridge connecting Africa, Europe, and Asia. Thus many of the pivotal events that shaped western civilization were played out in the streets and structures of Jerusalem. This class will explore the history, archaeology, and natural topography of Jerusalem throughout its long life, from its earliest remains in the Chalcolithic period (ca. 4000 B.C.E.) to the 19th century, including Jebusite Jerusalem, Jerusalem as the capital of the Davidic dynasty, the Roman era city of Herod and Jesus, the Crusaders and medieval Jerusalem, and Ottoman Jerusalem as the city entered the modern era. Students will examine the original historical sources (e.g., the Bible, Josephus, the Madaba map, etc.) which pertain to Jerusalem. Slides and videos will be used to illustrate the natural features, man-

made monuments, and artifacts that flesh out the textual material providing a fuller image of the world's most prominent spiritual and secular capital.

[NES 360 The Origins of Mesopotamian Civilization (also JWST 360, ARKEO 360) @ # (III or IV)]

Fall. 4 credits. Not offered 2002–2003.
D. I. Owen.

An introduction to the language, literature, history, culture and archaeology of Syro-Mesopotamia in the fourth and third millennia B.C.E. The course focuses on Sumerian civilization from its emergence in the archaeological record in the fourth millennium until its disappearance around 2000 B.C.E. In addition, it emphasizes the parallel development of the Semitic peoples in Syria (Eblaites) and upper Mesopotamia (Akkadians). A special feature of the course will be a basic introduction to the Sumerian language utilizing original cuneiform tablets in the collection of the Department of Near Eastern Studies.]

[NES 361 Sumerian Language and Culture (also JWST 361, ARKEO 361) @ # (IV)]

Spring. 4 credits. Not offered 2002–2003.
D. I. Owen.

A continuation of NES 360, the course focuses on a more intense introduction to Sumerian language and grammar with additional readings in literature in translation. Particular emphasis is placed on the reading and interpretation of original texts from the Cornell collection and their use in the reconstruction of Mesopotamian history and culture in the third millennium.]

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ # (III or IV)]

Fall. 4 credits. Prerequisite: ARKEO 100 or permission of instructor. Not offered 2002–2003. D. I. Owen.]

Civilization

[NES 197 Introduction to Near Eastern Civilization (also JWST 197 and RELST 197) @ # (IV)]

Fall. 3 credits each term. Not offered 2002–2003. D. I. Owen.]

NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @ # (III or IV)]

Fall. 3 credits. G. Rendsburg.
This course focuses on the development of Judaism as a religion and as a civilization in antiquity, with particular emphasis on its beliefs and practices. Topics discussed include the development of monotheism, the role of the covenant, law and society, sacrifice and prayer as modes of worship, holidays, Sabbath, circumcision, dietary laws, etc. Jewish civilization is placed within the context of ancient civilizations (Canaan, Egypt, Babylon, Persia, Greece, Rome). We also focus on the rise of Jewish sects (Pharisees, Sadducees, Essenes, Zealots, etc.) in late antiquity. Texts studied include selections from the Bible, the Apocrypha, the Dead Sea Scrolls, Josephus, and the Mishnah. All readings in English translation. In addition, there is a one-credit option for reading the texts in Hebrew (NES 328).

NES 251 Judaism, Christianity, and Islam (also JWST 251, RELST 251) @ # (IV)]

Fall. 3 credits. K. Haines-Eitzen.
For description, see NES 251 under Near Eastern History.

NES 255 Introduction to Islamic Civilization (also HIST 253, RELST 255) @ # (III or IV)]

Fall. 3 credits. D. Powers.
We consider the major themes of Islamic civilization as they developed from the lifetime of Muhammad until the twentieth century. While the readings provide the student with the chronology of Islamic History, lectures are devoted to an analysis of thematic units, such as art and architecture, science and cities. The class meets three times weekly, and the classroom format is that of a lecture/discussion in which students are encouraged to participate actively. Lectures are accompanied by slide presentations, when appropriate.

[NES 281 Gender and Society in the Muslim Middle East (also RELST 281, WOMNS 281) @ (III)]

Spring. 3 credits. Not offered 2002–2003.
Staff.]

[NES 291 Arab Society and Culture (III)]

Fall. 3 credits. Enrollment limited to 25 students. Not offered 2002–2003.
M. Younes.]

NES 298 Issues in Catholic Thought (also RELST 201) (IV)]

Fall. 4 credits. W. T. Dickens.
Issues in Catholic Thought: addressing primarily developments since the Second Vatican Council (1962–1965), this course familiarizes students with some of the principal contemporary forms of Roman Catholic thought and practice. We begin by situating these developments against the backdrop of the transformations in Catholicism's responses to modernity since the late sixteenth century. Our principal interest at this stage lies in examining how Catholic leaders sought to meet the challenges posed by modernity's emphasis on individual rights and freedoms, religious and cultural pluralism, and the rise of modern sciences and feminisms. This prepares the ground for a more focused examination of the following topics: medical ethics; sexuality, marriage, and the family; social justice; evolution; biblical interpretation; sacraments; Catholic spirituality; Mary; Catholic feminism; and inter-religious dialogue. Our sources include, among others, social scientific studies, official Church documents, and the writings of influential Catholic social activists (Dorothy Day and Mother Teresa), mystics (Thomas Merton), feminists (Rosemary Radford Ruether), and theologians (Hans Urs von Balthasar, Gustavo Gutiérrez, Karl Rahner, Oscar Romero, and Pierre Teilhard de Chardin). Although our energies are directed primarily to understanding the situation in Europe and the Americas, we also examine recent work done by Catholics in South Asia and Africa.

NES 328 Readings in Ancient Jewish Texts (also RELST 317, JWST 328)

Fall. 1 credit. G. Rendsburg.
This course is a one-credit add-on to NES 244 Introduction to Ancient Judaism. Students enrolled in NES 244, who wish to read a selection of the texts to be discussed in that class in the Hebrew original, should enroll in this one-credit seminar NES 328. Texts read

include selections from the Bible, the Dead Sea Scrolls, and the Mishnah.

[NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPAN L 339/699, NES 639) @ # (IV)]

Fall. 4 credits. Not offered 2002–2003.
R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.]

NES 351 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 651, RELST 350, HIST 372/652) @ # (III)]

Spring. 4 credits. Enrollment limited to 25 students. D. Powers.

After surveying the historical development of Islamic Law, the seminar focuses on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues; (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere).

[NES 357 Islamic Law and Society (also RELST 356) @ # (III)]

Spring. 4 credits. Not offered 2002–2003.
D. Powers.

The *Shari'ah*, or sacred law of Islam, embodies the totality of God's commands that regulate the life of every Muslim in all its aspects. The *Shari'ah* comprises on an equal basis ordinances regarding worship and ritual as well as political and, in Western terms, strictly legal rules. This course examines the relationship between the *Shari'ah* and the major social, economic, and political institutions of Islamic society. Topics discussed include the status of women, slaves, and non-Muslims; attitudes toward the economy and the arts; the significance of *jihad* (holy war); the nature of the Muslim city; and the relationship between the religious establishment and the government. Attention is given to the function of the *Shari'ah* in the modern world, with special reference to the problems and challenges of legal reform.]

[NES 363 Society and Law in the Ancient Near East (also JWST 363) @ # (III)]

Fall. 4 credits. Not offered 2002–2003.
Staff.]

[NES 371 A Mediterranean Society, and Its Culture: The Jews and Judaism under Classical Islam (also JWST 371, RELST 371, COM L 371) @ # (IV)]

Spring. 4 credits. Not offered 2002–2003.
R. Brann.]

NES 392 Cosmology and Divination in Antiquity (also ASIAN 392, CLASS 392) # @ (IV)

Fall. 4 credits. C. Minkowski.

An historical survey of the cosmological and divinatory systems in Greek, Sanskrit, and Arabic, with special focus on the geocentric world-system and astrology. Some attention to early knowledge systems Egyptian, Babylonian, Indian, and Chinese and to the later career of divination and cosmology in medieval Europe and Asia. Topics include: the relevance of various theories of space, time, causation, and being to the practice of divination; philosophical and theological arguments for and against divination; the theory and practice of universal, genethliac, catarchic astrology; the social worlds of astrologers and their clients; and the problems of study that result from the nature of the material and the history of its transmission.

NES 496 Religion and Science (also RELST 496) (IV)

Spring. 4 credits. W. T. Dickens.

A seminar examining the encounter between religion and the natural, social, and historical sciences in western civilization. We begin by clarifying what we mean by "religion" and "science," noting the variety of definitions of both and the effect one's definitions will have on one's views of how they relate. We then examine four basic forms these relations tend to take: religion and science are in conflict; they are distinct, yet complementary; religious beliefs are reconcilable with scientific discoveries; and religious beliefs inform scientific inquiry. We use this fourfold framework to analyze and assess the debates that occur within eight areas of engagement: scientific knowledge and religious belief, the origin of the cosmos, evolution and creationism, natural laws and miracles, religion and the mind-body problem, psychology and religion, anthropology and religion, and the historical-critical study of religious texts. Finally, the writings of E. O. Wilson and A. R. Peacocke provide us with case studies of two different answers to the question whether it is intellectually defensible to be a religious scientist.

[NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339, COM L 334, RELST 334, SPAN L 339/699)]

Fall. 4 credits. Not offered 2002-2003.
R. Brann.

For description, see NES 339.]

NES 651 Law, Society and Culture in the Middle East, 1200-1500 (also NES 351, RELST 350, HIST 372/652)

Spring. 4 credits. Limited to 25 students.
D. Powers.

For description, see NES 351.

History

NES 235 Jews and Arabs in Contact and Conflict: The Modern Period (also COM L 245 and JWST 235) @ (III or IV)

Spring. 3 credits. D. Starr.

This course traces the history and representations of Arab-Jewish relations from the late 19th Century to the present. The majority of class time is devoted to discussing literary works and films by Jews from Arab countries, Israelis from a variety of backgrounds, Palestinians including Palestinians in Israel,

under Israeli occupation, and in the diaspora and Arabs representing a variety of other nationalities. Primary source documents and critical studies provide the historical, cultural, and political frameworks for our discussions. Topics covered include: Zionism, Arab nationalism, minority relations, establishment of the State of Israel, Palestinian dispersion, Arab-Israeli wars, terrorism, peace negotiations, establishment of the Palestinian Authority, post-Zionism, and normalization.

[NES 239 Cultural History of the Jews of Spain (also JWST 239, COM L 239, RELST 239, SPAN L 239) # (IV)]

Spring. 3 credits. Not offered 2002-2003.
Staff.

A survey of the cultural history of the Jews in Spain from the late Visigothic period until the converso crisis of the fourteenth and fifteenth centuries and the Expulsion, focusing on the interaction of Jewish with Muslim and Christian cultures and the stable yet evolving sense of a "Sefardi" identity. The course establishes historical and literary-critical frames for reading primary sources in translation, including secular and synagogal poetry, philosophy and kabbalah, biblical hermeneutics, historiography, polemics, and other genres.]

NES 245 From Medievalism to Modernity: The History of Jews in E. Modern Europe, 1492-1789 (also JWST 253, HIST 285) # (III)]

Fall. 4 credits. V. Caron.

This course examines the history of European Jewry during the centuries of transition from the Middle Ages to the Modern Era. We examine the extent to which traditional Jewish life began to break down during this period and thus paved the way for the emergence of modern Jewry. Topics include the Spanish Expulsion of 1492, religious, intellectual, and socio-economic dimensions of the Marrano dispersion, including Lurianic Kabbalah and the messianic movement of Shabbetai Zevi; the establishment of Jewish communities in the West; the end of the "Golden Age" of Polish Jewry and the rise of Hasidism; the changing economic and political role of Jews in the seventeenth and eighteenth centuries; and the impact of the Enlightenment.

NES 251 Judaism, Christianity and Islam (also JWST 251, RELST 251) # @ (IV)]

Fall. 3 credits. K. Haines-Eitzen.

Have you ever wondered how Jews, Christians, and Muslims can worship the same universal deity, yet find themselves in conflict with one another, often to the point of demonizing adherents of another tradition? How can Jews consider Abraham the first Jew, Christians regard him as the first Christian, and Muslims look upon him as the first Muslim? How each can put forth exclusive claims to truth, to what is required of women and men, and to control of sacred sites such as Jerusalem? This course explores the ways in which communities of Jews, Christians, and Muslims came to define themselves and by extension those outside their religious community through the production and subsequent interpretation of "authoritative texts," including the Hebrew Bible, The (Christian) Bible, and the Arabic Qur'an.

After we undertake a historical overview of the emergence of Judaism, Christianity, and Islam, and established a comparative approach to monotheistic religious culture, we examine some of the provocative ways (in

text, image, and film) in which Jews, Christians, and Muslims imagined both each other as well as other members of their own traditions in late antiquity, the Middle Ages, and in more recent times. For example: polemics among Jews and Christians in late antiquity and the Middle Ages, images of Muslims in American cinema, and the modern political situation in and over Jerusalem, particularly as it relates to shared and parallel traditions about "holy places."

The approach is comparative, analyzing literary and historical aspects of shared and parallel narrative traditions and textual hermeneutics. The class also discusses the religious concepts of revelation, prophecy, and community, attitudes toward gender, and notions of history, the "End of Days," and messianism set forth in the respective scriptures and in the Jewish, Christian, and Islamic literatures which followed. The problematic nature of revealed scripture in monotheistic religion will be discussed. In addition we study why the idea of "influence" should be replaced with the concept of "dialogue" between religious communities in the Near Eastern context.

[NES 261 Ancient Seafaring (also JWST 261, ARKEO 275) @ # (III)]

Fall. 3 credits. Not offered 2002-2003.
D. I. Owen.]

NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, RELST 264) @ # (III)]

Spring. 3 credits. J. Zorn.

For description, see NES 263 under Near Eastern Archaeology.

NES 266 Jerusalem through the Ages (also JWST 266, ARKEO 266, RELST 266) @ # (III)]

Fall. 3 credits. J. Zorn.

For description, see NES 266 under Archaeology.

NES 290 History of Zionism and the Birth of Israel (also JWST 290, HIST 267) @ (III)]

Spring. 4 credits. V. Caron.

For description, see HIST 267.

NES 295 Introduction to Christian History (also JWST 295, RELST 295, HIST 299) # (III or IV)]

Spring. 3 credits. K. Haines-Eitzen.

This course offers an introduction of Christianity from the apostle Paul through the seventeenth century, with an emphasis on the diversity of Christian traditions, beliefs, and practices. We explore the origins of Christianity within Judaism in the eastern Mediterranean world, the spread of Christianity, the development of ecclesiastical institutions, the rise and establishment of monasticism, and the various controversies that occupied the church throughout its history. The course draws on primary literary sources (from biblical literature to council proceedings, monastic rules, sermons, theological treatises, and biographies) as well as Christian art, inscriptions, music, and manuscripts.

NES 296 Sophomore Seminar: Jesus in History, Tradition and Cultural Imagination (also HIST 296, RELST 296) @ # (III or IV)]

Spring. 4 credits. K. Haines-Eitzen.

Who was Jesus? How do we reconstruct Jesus in history? What did he teach? Believe? Why was he executed? Why was his identity so vehemently contested throughout the early

centuries (and beyond) of Christianity? How did non-Christians, especially Jews and Muslims, understand and imagine the figure of Jesus? How has the figure of Jesus come to be imagined and re-imagined in music, art, and literature? These are the questions at the fore of this course, which offer an interdisciplinary approach to the study of the figure of Jesus. Beginning with our earliest materials (canonical and non-canonical early Christian texts) we explore the historical figure of Jesus, his life, context, worldview, the reasons for his death, and so forth. Here we raise issues of historical methodology. The second phase of the course moves us from the reconstruction of this historical Jesus to the Jesus Christ imagined by various Christians, Jews, and Muslims. Here we look closely at the christological controversies that occupied much of Christian history. In the third part of the course, we take art constructions and imaginings about Jesus even further to look at the Jesus of art, music, film, and literature. The materials here are, of course, vast; but we select representatives from each of these fields that demonstrate the presence and use of the figure of Jesus in the cultural imagination.

[NES 321 Heresy and Orthodoxy in Early Christianity (also RELST 321) # (IV)]

Spring. 4 credits. Limited to 17 students.
Not offered 2002–2003. K. Haines-Eitzen.

In this course we explore the varieties of Christian thought and practice from the first through the fourth centuries. In its earliest centuries, Christianity consisted of a diverse range of movements, each of which was considered "heretical" by its opponents, one of which came to dominate all the others and so earned for itself the designation "orthodoxy." The "heresies" we study include Adoptionism, Marcionism, Gnosticism, Montanism, Arianism, and Donatism. Consideration is also given to the ways in which charges of "heresy" intersected with competing views about women in the early Church, the relationship between Judaism and Christianity, the construction of authority, and the content, function, and sacredness of early Christian books.]

[NES 351 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 651, RELST 350, HIST 372/652) @ # (III)]

Spring. 4 credits. Enrollment limited to 25 students. D. Powers.

After surveying the historical development of Islamic Law, the seminar focuses on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues; (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere).

[NES 356 Islamic History: The Age of Ibn Khaldun (also HIST 317) @ # (III)]

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: NES 257 or equivalent. Not offered 2002–2003. D. Powers.]

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ # (III or IV)]

Fall. 4 credits. Prerequisite: ARKEO 100 or permission of instructor. Not offered 2002–2003. D. I. Owen.

For description, see Near Eastern Archaeology.]

[NES 391 The Sword and the Pen: The Safavid Dynasty of Iran, 1501–1722 (also HIST 390) @ # (III or IV)]

Fall. 4 credits. C. Mitchell.

This seminar focuses intensely on the pre-modern dynasty of the Safavids in 'Greater Iran'. We examine how this gunpowder empire grew from a millennium mystical movement to become a major Muslim political entity in the early sixteenth century. Particular focus is placed on discussing the founding of the Safavid empire by Shah Isma'il (r. 1501–24) and the degree with which he was committed to establishing a proper Perso-Islamic state. Considerable attention is also given to the promulgation and enforcement of Twelver Shi'ism as the state religion by Shah Isma'il and his successor, Shah Tahmasp (r. 1524–76). The Empire culminated with the reign of Shah 'Abbas the Great (r. 1589–1629), and we debate the various political, administrative, economic, social, and religious reforms instituted during this period; this is examined in conjunction with 'Abbas's dealing with the encroaching European powers of Portugal, England, and Holland. We allot time to discuss the decline of the Safavids, and the legacy of this dynasty to later 19th and 20th century development in Iran.

[NES 393 Religion and Politics in the Middle East (also RELST 393) @ (III)]

Fall. 4 credits. Enrollment limited to 25 students. Not offered 2002–2003.]

[NES 395 International Relations of the Middle East (also GOVT 392) @ (III)]

Fall. 4 credits. Not offered 2002–2003.]

[NES 397 The Arab-Israeli Conflict in Historical and Critical Perspective (also GOVT 397, JWST 397) (III)]

Fall. 4 credits. R. Brann.

This course examines the history of the conflict between two peoples with claims to the same land (Palestine/Israel), from the rise of their national movements at the turn of the 20th century and their eventual clash down to the present crisis. We will investigate the various stable and shifting elements in the evolution of the conflict including conflicting Israeli and Palestinian narratives and mythologies about the nature of the conflict. Among many issues to be addressed are the relationship of this conflict to the history of European colonialism in the Middle East, the emergence of Pan-Arabism and Islamism, the various currents in Zionism and its relationship to Judaism, the implication of great power rivalry in the Middle East, the different causes and political repercussions of the four Arab-Israeli wars, efforts at peacemaking including Oslo and Camp David, and the significance of the two Palestinian uprisings.

[NES 398 Persia in the Medieval and Early Modern European Imagination (also HIST 398) # (III or IV)]

Spring. 4 credits. C. Mitchell.

The seminar focuses on the changing European perceptions of Persia (Iran) from the Middle Ages to the Enlightenment. Thanks to treatments by Herodotus, Arrian, and other authors of Classical antiquity, Persia and the legacy of the Achaemenid, Sasanian, and Hellenistic empires continued to exist as subjects of historical interest throughout the early modern era. We explore the manner in which Europeans were influenced by the Humanist resuscitation of and fondness for the

ancient world, while at the same having their perceptions of Persia being framed by fear and awe at an ever-expanding heretical Islamic faith. Were Renaissance Europeans able to reconcile their respect for the once-great glory of ancient Persia, nemesis of the Athenian Greeks, with prevalent disdain for the Muslim Orient?

With the advent of print culture and the subsequent rise in popularity of travel literature, Persia and other Oriental phenomena became subjects of more pedestrian levels of inquiry. By the seventeenth century, the perception of Persia initially imbued by Humanist scholars was now intermeshed with fantastic and often fictional accounts provided by European travelers abroad. To what extent were travelers in Persia influenced by ever-changing understandings of the 'Orient'? Is the current historiography of medieval Persia influenced by existing incongruities in these accounts? We also discuss how Persia and topics associated with Persia became established in European culture—art, drama, literature—during the Enlightenment. Here, we begin to contemplate the work of Said, White, Anderson, Greenblatt, Subramani, and Clifford, as well as the relationship between European self-definition and the depiction of 'Other.' Did Persia, either as an ancient classical empire or as a form of Oriental Muslim despotism, serve explicit interest for the Europeans and their own views of authority?

[NES 418 Seminar in Islamic History: 600–750 (also HIST 460, NES 618, RELST 418) @ # (III)]

Spring. 4 credits. Knowledge of Arabic is desirable, but not required. Not offered 2002–2003. D. Powers.

An examination of Islamic history from 600–750, with special attention to interpretive issues relating to the career of the Prophet Muhammad; the Arab conquests, the emergence of the Caliphate, conversion to Islam, and the Abbasid revolution. Students read primary sources in English translation, especially *The History of Tabari*.]

[NES 651 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 351, RELST 350, HIST 372/652)]

Spring. 4 credits. Enrollment limited to 25 students. D. Powers.

For description, see NES 351.

Literature

[NES 223 Introduction to the Hebrew Bible I (also JWST 223, RELST 223) @ # (IV)]

Fall. 3 credits. Next time offered will be 2003–2004. G. Rendsburg.

This is the first course of a two-semester sequence. The main goal is to introduce students to the literature of the Hebrew Bible, which is accomplished by concentrating on the Torah and the historical material in Joshua through Samuel, that is, the material which covers the period from Israel's origins through King David. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, mythology, and law.]

[NES 224 Introduction to the Hebrew Bible II (also JWST 224, RELST 224) @ # (IV)]

Spring. 3 credits. Next time offered will be 2003-2004. G. Rendsburg.

This is the second of a two-semester sequence, but one does not need to take NES 223 in order to take this course. The main goal is to introduce students to the literature of the Hebrew Bible. This is accomplished by concentrating on the historical material in Kings, the books of the Prophets, and the book of Job, that is, the material which covers the period from King Solomon through the end of the biblical era. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, and mythology. (Note: students who have taken NES 227, Introduction to the Prophets are ineligible to take this course; NES 224 is intended to replace NES 227). Students interested in a one-credit option, reading the texts covered in class in the original Hebrew, should also enroll in NES 325.)

[NES 227 The Bible and the Literature of the Ancient Near East (also JWST 227 and RELST 227) @ # (IV)]

Spring. 3 credits. Not offered 2002-2003. J. Zorn.

[NES 229 Introduction to the New Testament (also RELST 229 and JWST 229) @ # (IV)]

Fall. 3 credits. K. Haines-Eitzen.

This course provides a literary and historical introduction to the earliest Christian writings, most of which eventually came to be included in the New Testament. Through the lens of the gospel narratives and earliest Christian letters, especially those of Paul, the course explores the rich diversity of the early Christian movement, from its Jewish roots in first century Palestine through its development and spread to Asia Minor and beyond. Careful consideration is given to the political, economic, social, cultural, and religious circumstances that gave rise to the Jesus movement, as well as those that facilitated the emergence of various manifestations of early Christian beliefs and practices. (Students who have had at least one year of Greek and would like to participate in a one-credit, New Testament Greek reading weekly seminar should also enroll in NES 329).

[NES 236 Israel: Literature and Society (also JWST 236, COM L 246) @ (IV)]

Fall. 3 credits. Not offered 2002-2003. Staff.]

[NES 250 Muhammad and Mystics in the Literatures of the Islamic World (also RELST 254, COM L 250) @ # (IV)]

Spring. 3 credits. Not offered 2002-2003. S. Toorawa.

The life of the Prophet Muhammad and the teachings of Muslim mystics (sufis) have provided material and inspiration for numerous writers of the Islamic world. We use our readings, in English translation, of works in Arabic, Malay, Panjabi, Persian, Swahili, Turkish, and Urdu, to help us interrogate the ways in which Muhammad, mystics, and mysticism have shaped religion, literature, and society.]

[NES 256 Introduction to the Qur'an (also COM L 256, RELST 213 and JWST 256) @ # (IV)]

Spring. 3 credits. Not offered 2002-2003. S. Toorawa.

In 7th century Arabia, a merchant by the name of Muhammad shared with his followers the Book of God as revealed to him through the archangel Gabriel. That book is now a source of spiritual guidance and law for over a billion people the world over. In this course, a literary, historical and religious introduction to the Qur'an, we explore: the circumstances of the Qur'an's revelation; its written compilation; its narrative structure; its major themes; its connections to and departures from the Hebrew Bible and the New Testament; Qur'anic commentary; translation and the problems associated with it; the impact of the Qur'an on political and religious thought; and the influence of the Qur'an on literature.]

[NES 299 Hebrew Bible and Arabic Qur'an in Comparative Perspective (also RELST 299, COM L 299, JWST 299) @ # (IV)]

Spring. 3 credits. Not offered 2002-2003. R. Brann.]

[NES 313 Classical Arabic Texts (also RELST 313) @ # (IV)]

Spring. 4 credits. Prerequisite: NES 212 or equivalent. D. Powers.

For description see NES 313 under Language Courses.

[NES 315 1001 Nights and Other Arabic Writing (also NES 615) @ # (IV)]

Fall. 4 credits. S. Toorawa.

In this course, we read major examples of classical and medieval Arabic literature in translation. In addition to the *Thousand and One* (or *Arabian Nights*), we explore works such as al-Jahiz's *Book of Misers*, the *Maqamat* of al-Hariri and al-Hamadani, the Arabic biographical and autobiographical traditions, encyclopedic writing by al-Mas'udi, and the travel accounts of Ibn Battuta. We also complement our readings of early narrative with contemporary interventions, e.g. the work(s) of Djebar, Kilto, Wannus, and others. We pay special attention to gender, tradition, satire, and irony.

[NES 319 Crime and Conflict in the Modern Arabic Novel (also COM L 319) @ (IV)]

Fall. 4 credits. Not offered 2002-2003. S. Toorawa.

In this course we read seven modern Arabic novels in translation in which the themes of crime and conflict are uppermost, including Nobel Laureate Naguib Mahfouz's *The Thief and the Dogs*, Nawal El Saadawi's *Woman at Point Zero*, and Rachid El Daif's *Dear Mister Kawabata*. We complement the readings with three films.]

[NES 320 Women in the Hebrew Bible (also JWST 320, RELST 316, and WOMNS 322) @ # (IV)]

Spring. 3 credits. G. Rendsburg.

This course features stories about women in the Hebrew Bible. Through literary readings of these texts, we attempt to understand the role of narrative in the promotion of ancient Israelite ideology. We ask such questions as why do women appear so prominently in the Bible's stories, and what do these women represent in the larger picture of ancient Israelite culture. We look at different literary types (foreign woman, prostitute, seductress, widow, etc.), and we discuss the social and

historical reality behind the literary representation of women. All texts in English translation. In addition there is a one-credit option for reading the texts in Hebrew (NES 326).

[NES 323 Reinventing Biblical Narrative (also JWST 323, RELST 323) @ # (IV)]

Spring. 4 credits. Next time offered will be 2003-2004. K. Haines-Eitzen.]

[NES 325 Introduction to the Hebrew Bible—Seminar (also JWST 325, RELST 318)]

Fall. 1 credit. Not offered 2002-2003. G. Rendsburg.

This is a one-credit option for students who wish to meet one day each week to read the texts covered in class in the original Hebrew. Must be concurrently enrolled in NES 223 or NES 224.]

[NES 326 Women in the Hebrew Bible—Seminar (also JWST 326, WOMNS 326)]

Spring. 1 credit. G. Rendsburg.

This is a one-credit option for students who wish to meet one hour each week to read the texts in the Hebrew original. Must be concurrently enrolled in NES 320.

[NES 329 Intro to the New Testament—Seminar (also JWST 329, RELST 329)]

Fall. 1 credit. Prerequisite: concurrent enrollment (or past enrollment) in NES 229 and 1 year of ancient Greek.

K. Haines-Eitzen.

A weekly seminar that may be taken in addition to NES 229. The seminar provides an opportunity to read portions of the New Testament and other early Christian writings in Greek. We work on grammatical and textual issues as well as other problems related to translations.

[NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPAN L 339/699) @ # (IV)]

Fall. 4 credits. Not offered 2002-2003. R. Brann.

For description, see NES Civilization.]

[NES 394 Gender, Sexuality, and the Body in Early Christianity (also RELST 394, WOMNS 394, JWST 394) @ # (IV)]

Spring. 4 credits. Not offered 2002-2003. K. Haines-Eitzen.

Beliefs about gender, sexuality, and the human body were remarkably interwoven with political, religious, and cultural disputes in early Christianity. In this course we explore the construction and representation of gender, sexuality, and the body in various forms of Christianity from the first century through the fourth. Asceticism and celibacy, veiling and unveiling, cross-dressing and Gnostic androgyny, marriage and childbirth, and homosexuality are among the topics considered, and our sources range from the New Testament, early Christian apocrypha, martyrologies, and patristic writings to Greek medical texts, Jewish midrash, Roman inscriptions, and Egyptian erotic and magical spells. Current interdisciplinary and theoretical studies on gender, ideology, sexuality, and power aid us in developing our analytical approaches to the ancient materials.]

NES 399 Catholic Rituals, the Formation of Community, and Biblical Interpretation (also RELST 399) (IV)

Spring. 4 credits. W. T. Dickens.

A seminar exploring the roles that the Catholic Church's rituals play in forming and transforming communal identities and, therewith, shaping the ways Catholics interpret biblical texts. In the first part of the course, we rely on cultural anthropologists, sociologists of religion, cultural critics, and specialists in ritual studies to develop working definitions of "culture," "community," "symbol," "text," and "ritual." We then examine various interpretive methods (historical-critical, literary-critical, reader response, and authorial discourse) so as to appreciate, among other things, the influence one's interpretive purposes have on the meanings one derives from a given text. Finally, we examine several rituals in order to discern their consequences for interpreting the Bible. We give particular attention in this part to magisterial authority, dissent within the Catholic Church, and the cultural diversity of liturgical practices and understandings. Our sources in this final section include Church documents and works by liturgical and feminist theologians.

NES 400 Seminar in Advanced Hebrew (also JWST 400) @

Fall. 4 credits. Prerequisite: NES 302/JWST 302 or permission of instructor. Enrollment limited to 15 students. The course may be repeated for credit with permission of instructor. N. Scharf.

Continuation of work done in NES/JWST 302, with less emphasis on the study of grammar. We will read and discuss texts of cultural relevance, using articles published in Israeli newspapers and works by authors in each of the three principal genres: poetry, theater, and novels.

[NES 401 Topics in Modern Hebrew Literature]

Spring. 4 credits. Not offered 2002–2003. D. Starr.

For description, see department.]

[NES 409 Seasons of Migration (also JWST 409, RELST 409) @ # (IV)]

Fall. 4 credits. Not offered 2002–2003. S. Toorawa.

For description, see S HUM 409.]

NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ # (IV)

Fall. 4 credits. Prerequisite: 1 year of biblical or modern Hebrew. Course may be repeated for credit. G. Rendsburg.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns.

[NES 421 Readings in Biblical Hebrew Poetry (also JWST 421, RELST 421) @ # (IV)]

Fall. 4 credits. Prerequisite for NES 421: 1 year of Biblical or Modern Hebrew. Course may be repeated for credit. Not offered 2002–2003. G. Rendsburg.

Advanced course in reading selected poems of the Hebrew Bible. Chapters studied include various Psalms, parts of the Book of Job, various prophetic speeches, and early compositions such as Genesis 49 and Judges 5. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns as well.]

NES 422 Dead Sea Scrolls (also RELST 422, JWST 422) # @ (IV)

Spring. 4 credits. Prerequisite: two years of Modern Hebrew or one year of Biblical Hebrew, or the equivalent. G. Rendsburg.

The Dead Sea Scrolls comprise a corpus of Hebrew religious documents written by an ancient Jewish sect (most likely the Essenes) c. 150 BCE–c. 50 CE. Since their discovery in the late 1940s and 1950s, the texts have revolutionized our understanding of both early Judaism and early Christianity. Included among the scrolls are the oldest Bible manuscripts in our possession, along with previously unknown texts. We read mainly the legal texts and Bible commentaries authored by the sect, but we also take the opportunity to discuss the Bible manuscripts. Students with a background in rabbinic texts (Mishna, Gemara, etc.) and/or students who have taken NES 244 Introduction to Ancient Judaism will especially benefit from this course, but the course is open to all with the requisite knowledge of Hebrew.

NES 437 The Cross and the Crescent (also HIST 429, SPANL 446) # @ (III)

Fall. 4 credits. M. A. Garces.

For description, see SPANL 446.

NES 453 Non-Western Political Philosophy: Islamism (also GOVT 466) @ (III)

Fall. 4 credits. S. Buck-Morss.

Topics vary, but all analyze texts written by non-European and non-U.S. theorists who have inspired modern political and social movements. Attention is given to the political and theoretical presuppositions embedded in the very conception of the "West," the hegemony of its political discourses, and how these figure into the meanings of "modernity," "progress," "universal rights," and "liberation." In fall 2002 the topic will be Islamism. We will read philosophical texts by Ayatollah Ruhallah Khomeini, Hassan al-Banna, Muhammad Iqbal, Ustadh Mahmoud, Sayyid Qutb, and Ali Shariati, and commentaries by academic scholars: Mohammed Arkoun, Talal Asad, Saba Mahmood, Bobby Sayyid, Azzam Tamini, Bassam Tibi, as well as historical and social-scientific analyses of political events influenced by Islamism. (In alternate years, Latin American and Caribbean writers and social movements will be the focus.) Open to graduates, and to juniors and seniors with prerequisite of GOVT 165 or 300-level course in theory.

NES 493 Cosmopolitan Alexandria (Also S HUM 411, JWST 493, COM L 406) @ (IV)

Fall. 4 credits. D. Starr.

In the first half of the twentieth century the Mediterranean port city of Alexandria supported a multi-lingual, cosmopolitan culture. This course explores the discursive and theoretical potential offered by this unique cosmopolitan space-time, and the literary and artistic legacy it spawned. We discuss works by Aciman, Cavafy, Chahine, Durrell, al-Kharrat, and Tsalas, among others.

NES 615 1001 Nights and Other Arabic Writing (also NES 315)

Fall. 4 credits. S. Toorawa.

In this course, we read major examples of classical and medieval Arabic literature in translation. In addition to the *Thousand and One* (or *Arabian Nights*), we explore works such as al-Jahiz's *Book of Misers*, the *Maqamat* of al-Hariri and al-Hamadhani, the Arabic

biographical and autobiographical traditions, encyclopedic writing by al-Mas'udi, and the travel accounts of Ibn Battuta. We also complement our readings of early narrative with contemporary interventions, e.g. the work(s) of Djébar, Kilito, Wannus, and others. We pay special attention to gender, tradition, satire, and irony.

[NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339, COM L 334, RELST 334, SPAN L 339/699)]

Fall. 4 credits. Not offered 2002–2003.

R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.]

NES 491–492 Independent Study, Undergraduate Level

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

NES 499 Independent Study, Honors

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

NES 691–692 Independent Study: Graduate Level

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

Related Courses in Other Departments

Africana Studies

Archaeology

Asian Studies

Classics

Comparative Literature

Economics

English

German Studies

Government

English

History

History of Art

Linguistics

Medieval Studies

Music

Philosophy

Religious Studies

Romance Studies

Russian Literature

Society for the Humanities

Sociology

Women's Studies

NEPALI

See Department of Asian Studies.

PALI

See Department of Asian Studies.

PHILOSOPHY

Gail Fine (chair), R.N. Boyd, M. Fara, G. Fine, D. Graff (on leave fall 2002), B. Hellie, H. Hodes, T. Irwin, K. Jones, S. MacDonald (on leave fall 2002), R. W. Miller, M. Moody-Adams, F. Neuhauser, S. Shoemaker, H. Shue (on leave 2002-2003), N. Sturgeon, Z. Szabó and J. Whiting. Emeritus: C. A. Ginet.

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to first year students.

The Major

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Normally the student must have completed two philosophy courses with grades of B or better. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology from Descartes through Kant (e.g., Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. Students admitted to the major (after fall 1996) are required to take a minimum of six philosophy courses numbered above 200, and may not count more than one section of Philosophy 100 toward the major. A course in formal logic (e.g., PHIL 231), while not required, is especially recommended for majors or prospective majors. Courses numbered 191-199 do not count toward the major.

Philosophy majors must also complete at least eight credits of course work in related subjects

approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in PHIL 490 and undertakes research leading to the writing of an honors essay by the end of the final term. *Honors students normally need to take PHIL 490 both terms of their senior year in order to write a satisfactory honors essay.* PHIL 490 does not count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Introductory Courses

These courses have no prerequisites; all are open to freshmen.

Freshman Writing Seminars in Philosophy

Fall and spring, 3 credits. Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

PHIL 101 Introduction to Philosophy (IV)

3 credits. The course has no prerequisites. Fall: Z. Szabó, spring: B. Hellie.

Fall: We discuss four central questions from four different areas of philosophy. Each is relevant to what many have thought is the central question of philosophy: What is human nature? Our first topic is *illusions and dreams*. What, if anything, distinguishes these from experiences we regard as reliable guides to how things are around us? When can we trust what we see, or what we seem to see? And when we can, what exactly makes this trust rational? The second issue is that of *minds and machines*. Is it really true that computers could be thinkers, or must their apparent intelligence be always a deceptive illusion? And assuming there is something about human intelligence that can be replicated in silicon, isn't there something else about us that cannot be captured in this way? Next, we turn to the relationship between *self-interest and morality*. Is morality telling us to act against what is in our best interest? If so, what compels us to follow its orders? Or is it that morality requires rational egoism of us, because acting from enlightened self-interest is the very best thing we can do? Our final topic is *determinism and free will*. It seems that every physical event has its physical cause, and the event is determined by its cause. But then how is it possible that some of our actions are free? Should we give up our intuitions about causation or about freedom? Is there a way out of this conundrum?

Spring: We talk about some big questions that make the mind boggle: why is there something rather than nothing? What makes some acts right and others wrong? Is there a meaning to life, and if so what is it? Do we have free will? And we be talk about some zippy questions: can I travel back in time and kill my grandfather as a baby? Can an

omnipotent being make a stone so heavy he can't lift it? If removing one hair from a hairy man doesn't make him not hairy, why can't I remove the hairs one at a time until he's hairless, and leave him hairy? Don't expect for me to tell you conclusive answers to these questions (although I have opinions that I might share). Do expect to deal with abstractions on a regular basis, and to get used to chopping things up and organizing them in a precise way: otherwise things get out of control pretty quickly.

[PHIL 131 Logic, Evidence and Argument]
Not offered 2002-2003.]

[PHIL 142 Appropriation and Alienation (IV)]
Not offered 2002-2003.]

PHIL 145 Contemporary Moral Issues (IV)

Spring, 3 credits. T. J. Berry.

In this course, we will examine some central moral issues in American politics, including abortion, cloning, physician-assisted suicide, gun control, reparations for slavery, and world hunger. Students will learn to distinguish consequentialist and deontological approaches to moral questions. At least one class meeting per week will be devoted to student discussion. Written work will consist in four or five very short (2 pp.) opinion pieces, one of which will be developed into a fuller (6 pp.) essay. There will also be several quizzes and a final exam.

PHIL 151 Philosophy of Sport (IV)

Spring, 3 credits. T. J. Berry.

This course examines philosophical issues that arise in sport. The course is divided into three parts. In the first part, we consider the nature of sport and how we can demarcate sport from other human pursuits. Do high altitude mountaineering, Olympic figure skating, and track and field share some feature(s) that an activity like chess lacks? The second part concerns ethical issues that arise in sport. Is winning everything in sport? Ought one to seek competitive advantage by violating the rules? Ought one to accept competitive advantage resulting from errors by judging officials? In the third part, we consider issues concerning the integration of sport into society. Ought there to be gender equity in sport, and if so, how ought we to judge that such equity has been achieved? What does the academic mission of institutions of higher education imply about the proper role of athletics within those institutions?

[PHIL 181 Introduction to the Philosophy of Science (IV)]
Not offered 2002-2003.]

[PHIL 191 Introduction to Cognitive Science (also COGST 101 and PSYCH 102) (III)]
Not offered 2002-2003.]

PHIL 193 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, SOC 293) (III or IV)

Fall, 4 credits. No prerequisites. Intended primarily for freshmen and sophomores. M. W. F. The class will meet as a whole, for a lecture, F, 8/30; thereafter, lectures will be given M-W, disc secs will be F. R. Miller.

An interdisciplinary discussion of the nature and moral significance of social inequality, diversity and poverty and of the search for just responses to them. How unequal are economic opportunities in the United States

today? How many people are in genuine poverty? What are the typical causes of poverty? To what extent, if any, does justice require government action to reduce current economic inequalities? Does race have special significance as a source of inequality? Does gender? Is affirmative action justified, as a response to such inequalities? How does membership in an ethnic group shape people's lives, and how should it? How should governments deal with religious diversity and other differences in ultimate values (which give rise, for example, to radically different attitudes toward abortion, school prayer, and sexuality)? Do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course is taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

[PHIL 194 Global Thinking (also GOVT 294) @ (III or IV)]
Not offered 2002–2003.]

PHIL 195 Controversies About Inequality (also SOC 222, PAM 222, ECON 222, ILRLE 222, and GOVT 222)

Spring. 1–3 credits. D. Grusky.
This course introduces students to contemporary debates and controversies about the underlying structure of inequality, the processes by which it is generated and maintained, the mechanisms through which it comes to be viewed as legitimate, natural, or inevitable, and the forces making for change and stability in inequality regimes. These topics are addressed through readings, class discussion, lectures from visiting distinguished scholars of inequality, and debates staged between faculty members who take opposing positions on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action). Although this course is required for students in the Inequality Concentration, it is also open to other students who have completed prior coursework relevant to issues of inequality. It does not count toward the Philosophy major or toward the Humanities Distribution Requirement in Philosophy.

PHIL 211 Ancient Philosophy (also CLASS 231) # (IV)

Fall. 4 credits. This course has no prerequisites. It is open to freshmen.
G. Fine.
This course examines the origin and development of Western philosophy in Ancient Greece and Rome. We study some of the central ideas of the Pre-Socratics, Socrates, Plato, Aristotle, and the Hellenistic philosophers (Epicureans, Stoics, and Sceptics). Questions considered include: What are the nature and limits of knowledge? Is knowledge even possible? How reliable is perception? What are the basic entities in the universe: atoms, Platonic Forms or Aristotelian substances? Is moral knowledge possible? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will? Ought we to fear death? Among the fundamental works we read is Plato's *Republic*.

PHIL 212 Modern Philosophy # (IV)

Spring. 4 credits. The course has no prerequisites. Z. Szabó.
This course is about the rise of modern philosophical thought in the 17th and 18th centuries in Europe. We focus on four philosophers: Descartes, Berkeley, Leibniz, and Hume. Our main interest is the theory of ideas and the way this theory underlies metaphysics. What are ideas and how do we come to have them? Why are ideas necessary for knowledge about the external world? What is the connection between the structure of ideas and the structure of reality? The course emphasizes close reading of original texts (or translations of original texts) and critical assessment of philosophical arguments.

[PHIL 213 Existentialism (IV)]
Not offered 2002–2003.]

PHIL 216 Self, Ego, Psyche # (IV)

Fall. 4 credit. Note: this is a sophomore writing seminar sponsored by the John S. Knight Institute. While not restricted to sophomores, they will be given priority since the course is intended to offer them (especially those considering the philosophy major) an opportunity to develop their writing by working closely with faculty in an interdisciplinary context. We shall occasionally even meet together with those in CLASS 244 ("Psyche, Ego, Self"), whose reading list will overlap significantly with our own. J. Whiting.

It is often claimed that the ancient Greeks, either for better or for worse, lacked the so-called "modern Western conception of the self," and that this conception arose only later, perhaps even partly as a result of the emergence of more introspective literary genres, such as we find in Augustine's *Confessions*. We examine these claims drawing on a variety of philosophical, literary, and psychological sources, starting with the conceptions of soul or 'psyche' among ancient Greeks, and proceeding through early modern European (especially Cartesian) conceptions of the ego, on to contemporary conceptions of the self, some of which question the unity traditionally ascribed to the self. Special attention is paid to the relationship between self and literary genres. And some attention will be paid to non-Western ideas, such as the Buddhist idea that the self is an illusion, and to so-called "pathologies" of self, such as "multiple personality disorder". Selected readings from Homer, Herodotus, Euripides, Plato, Aristotle, Augustine, Descartes, Locke, Hume, and a variety of contemporary sources (philosophical, anthropological, and psychological).

PHIL 231 Introduction to Deductive Logic (II)

Fall, spring. 4 credits. Fall, H. Hodes; spring, D. Graff.
Fall: The logic of truth-functional connectives and the universal and existential quantifiers: analysis of English-statements in terms of a formal language; evaluation of deductive reasoning in terms of such an analysis.

Spring: The course covers the basics of propositional and first-order logic with a special emphasis on the problem of translating English sentences into the formal language of these logics. We use a textbook accompanied by a software package (Barwise and Etchemendy, *Language, Proof, and Logic*), which makes it easier to learn the skills necessary for doing formal proofs.

PHIL 241 Ethics (IV)

Spring. 4 credits. (By petition for breadth requirement). N. Sturgeon.
An introduction to the philosophical study of moral theories and moral arguments. Ethical relativism, ethical egoism, ethical skepticism, utilitarianism and deontological theories; some application to controversial contemporary issues.

PHIL 242 Social and Political Philosophy (also GOVT 260) (III or IV)

Spring. 4 credits. F. Neuhauser.
An introduction to the foundational texts of modern political theory, including Hobbes, Locke, Rousseau, and Rawls. Topics include the source of political legitimacy, why individuals are obligated to obey just laws, the limits of legitimate political authority, and the nature of human freedom. Special attention is paid to the justificatory role the social contract plays in political philosophy.

[PHIL 243 Aesthetics (IV)]
Not offered 2002–2003.]

[PHIL 244 Philosophy and Literature (IV)]
Not offered 2002–2003.]

PHIL 245 Ethics and Health Care (IV)

Fall. 4 credits. T. J. Berry.
This course is an introduction to the ethical issues associated with contemporary medicine. No previous study of philosophy is presupposed. The course has two lectures and one discussion section per week. Topics to be covered include: the professional-patient relationship (including informed consent, medical confidentiality, medical paternalism, and trust); contemporary problems such as abortion and euthanasia—beginning from these practical moral problems we investigate concepts such as illness, death, autonomy, quality of life and personhood; and health care in a just society. We consider competing conceptions of justice and arguments for entitlement to health care. Does justice require that all have access to basic health care? Does it require that all have access to approximately the same level of health care? What are the implications for access to health care resources by the requirement that we not discriminate on the basis of race or gender? In the course of investigating these topics, there questions emerge about what ethics is, and whether or not ethical judgments can be objective. Thus, in addition to learning how to arrive at and defend ethical positions, we reflect on the techniques and methods we use.

PHIL 246 Ethics and the Environment (also S&TS 206) (IV)

Spring. 4 credits. Open to all undergraduates; permission of instructor required for freshmen. T. R. N. Sethi.
The aim of this course is to acquaint students with moral issues that arise in the context of the environment and environmental policy. Our concerns about the environment bring to our attention the importance of economic, epistemological, legal, political, and social issues in assessing our moral obligations to other humans and the natural world. Our attempt then is to explore how different factors come into play in defining our responsibilities to the environment and to examine the grounds for our environmental policy decisions.

PHIL 247 Ethics and Public Life (IV)

Fall. 4 credits. T R. M. Moody-Adams.
What kind of public life is worth having? This course examines the efforts of philosophers, social theorists, theologians, and others to understand the ethical dimensions of our lives as citizens of complex social and political communities. We consider several questions of pressing concern. To what moral standards should we hold those, such as politicians and journalists, whose professions involve service to the public? What moral obligations do citizens themselves have to those with whom they share a public life? What does morality tell us about how to draw the line between "public" and "private," for the purposes of public policy? Is it ever morally permissible (or even required) to opt out of demands that underwrite a stable public life—in civil disobedience, for instance, or in conscientious objection to some public policy?

PHIL 249 Feminism and Philosophy (also WOMNS 249) (IV)

Fall. 4 credits. N. Sethi.
An introduction using a variety of texts (philosophical, historical, literary, legal, and political) to feminist thought. Special attention is paid to sexual difference and the social construction of gender, and to how we frame various issues (e.g., whether pornography is primarily an issue about freedom of expression or about equal protection).

PHIL 261 Knowledge and Reality (IV)

Spring. 4 credits. M. Fara.
This course provides an introduction to some central philosophical questions about the nature of the universe and our knowledge of it. Questions addressed include: What is the relation between mind and matter? What reason do we have to believe in the predictions of science? How do you know you're not dreaming right now? What is the nature of human freedom? Don't expect the course to answer these questions once and for all. Instead, expect to learn how to go about thinking about them, and how to distinguish a good philosophical argument from a bad one.

PHIL 262 Philosophy of Mind (IV)

Fall. 4 credits. B. Hellie.
We discuss such issues as: what is a person? How do the first-person and third-person perspectives differ? What is a belief? An intention? What is consciousness? In what ways is the mind like, or unlike, a computer? What does the mind do, and how does it do what it does? How did it come to do that?

PHIL 263 Religion and Reason (also RELST 262) (IV)

Spring. 4 credits. M W F. S. MacDonald.
What must (or could) God be like, and what reasons do we have for thinking that a being of that sort actually exists? What difference would (or could) the existence of God make to our lives? This course examines the idea, common to several major world religions, that God must be an absolutely perfect being. What attributes must a perfect being have? Must it have a mind, be a person, care for human beings? Is the concept of a perfect being coherent? Is the existence of a perfect being compatible with the presence of evil in the world and the existence of human freedom? Does human morality depend in any important way on the nature or will of a perfect being? Is a perfect being among the things that actually inhabit our universe? The course approaches these questions with the tools and methods of philosophical reason

and through readings drawn from both classic texts and contemporary philosophical discussion.

PHIL 286 Science and Human Nature (also S&TS 286) (IV)

Spring. 4 credits.
Topic for 2002-2003: Darwin, Social Darwinism, and Human Sociobiology. An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena.

Intermediate or Advanced Courses

Some of these courses have prerequisites.

[PHIL 309 Plato (also CLASS 339) # (IV)]

Not offered 2002-2003.]

PHIL 310 Aristotle (also Class 310)

Spring. 4 credits. J. Whiting.
Special topic: rational animals and their characteristic activities, primarily as discussed in Aristotle's practical and productive works (i.e., his *Ethics*, *Politics*, *Rhetoric* and *Poetics*).

PHIL 312 Modern Empiricism # (IV)

Fall. 4 credits. S. Shoemaker.
This course examines the epistemological and metaphysical views of David Hume and Thomas Reid. We read Book I of Hume's *Treatise*, Reid's *Inquiry*, and parts of Reid's *Essay on the Intellectual Powers of Man*. Topics include skepticism, our knowledge of external things, perception, causation, the nature of mind, and personal identity.

PHIL 314 Ancient Philosophy # (IV)

4 credits. Spring. V. Harte.
Topic: Ancient Epistemology. This course focuses on epistemological questions as they arise in the works of Plato, Aristotle, the Epicureans, Stoics & Sceptics. Topics discussed include: the acquisition of knowledge; knowledge & belief; the nature of perception; the criterion of truth; empiricism vs rationalism; scepticism.

[PHIL 315 Medieval Philosophy # (IV)]

Not offered 2002-2003.]

[PHIL 316 Kant # (IV)]

Not offered 2002-2003.]

PHIL 317 Hegel # (IV)

Fall. 4 credits. Prerequisite: PHIL 212, 311, or 316 (316 highly recommended).
F. Neuhauser.

An introduction to the major themes of Hegel's philosophy, with an emphasis on his social and political thought. Topics include Hegel's critique of Kant, the possibility of metaphysics, the master-slave dialectic, and the role of freedom in Hegel's account of rational social institutions. Readings from Fichte help to explain how Hegel's project develops out of Kant's transcendental idealism. Some knowledge of Kant's *Critique of Pure Reason* is presupposed.

PHIL 318 Origins of Twentieth-Century Philosophy (IV)

Fall. 4 credits. B. Hellie.
Frege, Russell, and contemporaries on knowledge and meaning.

[PHIL 319 Post-War Analytic Philosophy (IV)]

Not offered 2002-2003.]

[PHIL 320 17th Century Women Philosophers (also WOMNS 319) # (IV)]

Not offered 2002-2003.]

PHIL 331 Deductive Logic (also MATH 281) (II)

Spring. 4 credits. Prerequisite: PHIL 231 or equivalent, or permission of instructor.
M. Fara.

This course provides an introduction to some metatheoretical results in mathematical logic. Topics covered include: some very basic set theory; computability and recursive functions; decidability and undecidability; soundness and completeness; compactness and the Lowenheim-Skolem theorem; representability in arithmetic; definability and Godel's First Incompleteness Theorem; provability and Godel's Second Incompleteness Theorem.

PHIL 332 Philosophy of Language (IV)

Spring. 4 credits. D. Graff.
This course is an introduction to 20th century philosophy of language. The three main topics of the course are: (i) Reference and Descriptions, (ii) Naming, Necessity and Externalism, and (iii) Propositional Attitudes. We begin the semester with Frege's 1892 paper "On Sense and Reference." We then continue with the debate about the semantics of descriptions, reading papers from Russell, Strawson, Donnellan and Kripke. The next unit of the course begins with Quine's "Three Grades of Modal Involvement," then focuses on Kripke's *Naming and Necessity* and its aftermath (papers by Evans, Dummett, Putnam and Burge). For the final unit of the course, we study classic papers on propositional attitudes (and their ascriptions) by Frege, Quine, Kaplan, Kripke and Perry.

[PHIL 334 Pragmatics (also LING 325) (III or IV)]

Not offered 2002-2003.]

PHIL 341 Ethical Theory (IV)

Fall. 4 credits. N. Sturgeon.
Topic for 2002: Consequentialism and Its Critics. A historical and systematic investigation of one of the deepest divides in philosophical debate about ethics, between those who think the moral evaluation of acts, character traits and social institutions depends solely on their good or bad consequences, and critics who find this approach fundamentally misguided.

[PHIL 343 Resistance and Responsibility (also LAW 676) (IV)]

4 credits. Not offered 2002-2003.]

PHIL 344 History of Ethics: Ancient and Medieval # (IV)

Fall. 4 credits. T. H. Irwin.
The development of moral theory in Greek, Roman, and medieval philosophers. Topics include: Socrates and his questions about morality; the different answers of Plato, Aristotle, and the Stoics; and the influence of Christian thought. Main questions: happiness, welfare, and the human good; the virtues; self-interest and the interests of others; love, friendship and morality; theories of human nature and their relevance to ethics; comparisons and contrasts with modern moral theory. Readings mainly from Plato, Aristotle, the Stoics, St. Augustine, St. Thomas Aquinas.

PHIL 345 History of Ethics: Modern # (IV)

Spring. 4 credits. 344 not prerequisite to 345. T. H. Irwin.

A continuation of PHIL 344. Hobbes's challenge to Greek and Christian ethics, responses to Hobbes, self-interest and the interests of others, the place of reason and sentiment in ethics, the objectivity of ethics, different conceptions of the right and the good, utilitarianism and its critics, and radical critiques of morality. Readings mainly from Hobbes, Butler, Hume, Kant, Sidgwick, Nietzsche, Bradley, and Rawls.

PHIL 346 Modern Political Philosophy (also GOVT 462) (III or IV)

Fall. 4 credits. R. Miller.

A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, Gauthier, and Scanlon. We discuss rival views of the moral significance of economic inequality, the kinds of freedom that governments ought to protect, the kinds of values and convictions that are a proper basis for laws (as opposed to being private matters), the tension between unequal political influence and democratic rights, and the roles of community, virtue, and group-loyalty in political justification. We are largely concerned with the conceptions of freedom, equality, obligation, and community underlying competing theories. We also consider implications for specific political controversies, e.g., over abortion, welfare programs, and pornography.

PHIL 348 Philosophy and Literature (IV)

Spring. 4 credits. J. Whiting.

What is philosophy? What is literature? And how are they related? Are there certain forms of thought and/or experience that can be expressed either only or best in certain modes (e.g., in a novel or a poem as opposed to a treatise or a proof)? Special attention is paid to (1) questions of literary and philosophical genre (to why, e.g., so many philosophers have written dialogues, either explicit, like Plato's, or implicit, like Descartes' and Wittgenstein's); (2) the relations between genre (such as autobiography) and forms of subjectivity (such as "modern" individualism); (3) points of view (characters', readers' and authors'); and (4) the relations between thought, feeling, and imagination. Readings from philosophical and literary sources, both ancient and modern. Possible sources include: Plato, Aristotle, Hume, J. S. Mill, H. Bergson, Sartre, M. Nussbaum, S. Cavell, and A. Nehamas; Sophocles, Euripides, Shakespeare, George Eliot, Tolstoy, Dostoevsky, Proust, and Woolf.

PHIL 349 Feminism and Philosophy (IV)

Spring. 4 credits. Prerequisite: one course in philosophy. M. Moody-Adams.

This course explores some of the major contributions of feminist reflection to the central concerns of philosophy. Topics include feminist accounts of human nature, gender and the self; feminist approaches to the critical examination of science, and to understanding the nature and limits of human knowledge more generally; influential feminist theories in moral and political philosophy; and controversies about the proper methods and assumptions of feminist philosophy itself.

[PHIL 361 Epistemology (IV)]

Not offered 2002–2003.]

PHIL 364 Metaphysics (IV)

Fall. 4 credits. Z. Szabo.

The topic of this course is truth. In analytic philosophy during the last century questions about realism and objectivity have been

intertwined with questions about the nature of truth. Towards the end of the century, with the rise in popularity of the so-called deflationary theories about truth, this association has been widely called into question. We are going to try to ascertain whether truth is a deep and philosophically central concept or a shallow and utterly unproblematic one. In the first part of the course, we read classic papers by Frege, Moore, Russell, Ramsey, Tarski and Davidson along with some secondary literature. In the second part, we glance at contemporary debates, involving Blackburn, Field, Horwich, Putnam, Soames, and Wright. The course assumes familiarity with the basic concepts of logic (PHIL 231, or equivalent).

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381) (IV)

Fall. 4 credits. R. Boyd.

An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions.

[PHIL 382 Philosophy and Psychology (IV)]

4 credits. Not offered 2002–2003.]

PHIL 383 Choice, Chance and Reason (IV)

Spring. 4 credits. Prerequisite: a course in logic or a course in mathematics that involves proofs, or instructor's permission. H. Hodes.

The mathematical theory of instrumental rationality and philosophical issues that it raises: preference orderings, choice functions and constraints on rational choice; strict uncertainty (ignorance) and probabilistic uncertainty (risk); basic of probability theory; value functions and the concept of utility; the expected utility theorem; multi-attribute decision theory. Time permitting we'll consider one of the following further topics: social choice; Jeffrey and Bolker's approach to decision theory; Newcomb's paradox and causal decision theory; basic game theory.

PHIL 390 Informal Study

Fall or spring. Credit TBA.

To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

[PHIL 409 German Philosophical Texts (IV)]

Not offered 2002–2003.]

PHIL 410 Latin Philosophical Texts # (IV)

Spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor. S. MacDonald.

Reading of philosophical texts in the original Latin.

PHIL 411 Greek Philosophical Texts (also CLASS 311) # (IV)

Fall and spring. Variable credit. Prerequisites: knowledge of Greek and permission of instructor. T. Irwin and C. Brittain.

Reading of philosophical texts in the original Greek.

PHIL 413 Topics in Ancient Philosophy (also CLASS 413)

Fall. 4 credits. J. Whiting.

Mind, self, and psychopathology in ancient philosophy.

[PHIL 414 German Philosophy after Kant (IV)]

Not offered 2002–2003.]

PHIL 415 Special Topics in the History of Philosophy (IV)

Fall. 4 credits. Prerequisites: PHIL 316, 317,

or permission of instructor. F. Neuhauser.

This course examines the idea of *recognition* (the acknowledgment of one subject's value or worth by another) and its importance for the social philosophy of several thinkers in the Continental tradition. Figures studied include Rousseau, Kant, Fichte, and Hegel.

PHIL 416 Modern Philosophy # (IV)

Spring. 4 credits. Prerequisites: at least two previous courses in philosophy, at or above the 200 level; or permission of the instructor. G. Fine.

We study the epistemology and metaphysics of the Rationalists, especially Descartes.

PHIL 432 Topics in Logic (also MATH 482) (II)

Fall. 4 credits. H. Hodes.

Part I: formalizations of first-order logic (axiomatization, natural deduction, sequent calculi); models (classical and Kripke); soundness and completeness for classical and intuitionistic logics; relations between classical and intuitionistic logic. Part II: topics to be announced.

PHIL 433 Philosophy of Logic (IV)

Spring. 4 credits. Prerequisite: a course on logic. H. Hodes.

Philosophical issues concerning truth and inference.

PHIL 435 Pragmatics (also LING 425) (III)

Fall. 4 credits. Prerequisite: LING 201 or PHIL 231 or permission of the instructor. D. Abusch.

An introduction to aspects of linguistic meaning which have to do with context and with the use of language. Topics include context change semantics and pragmatics, presupposition and accommodation, conversational implicature, speech acts, and the pragmatics of definite descriptions and quantifiers.

[PHIL 436 Intensional Logic (II)]

Not offered 2002–2003.]

[PHIL 441 Contemporary Ethical Theory (IV)]

Not offered 2002–2003.]

PHIL 447 Contemporary Political Philosophy (also GOVT 465) (III or IV)

Not offered 2002–2003.]

PHIL 448 International Justice (also GOVT 492) (III or IV)

Spring. 4 credits. R. Miller.

An investigation of leading current controversies over the demands of international justice. What duties, if any, do people in per-capita rich countries have to aid the foreign poor? When are international economic processes exploitive or unfair? When and in what respects does a government have a sovereign right to freedom from external interference? Are there duties of humanitarian intervention

to end foreign injustice? What standards of justice should guide U.S. conduct in the "war against terrorism"? In what ways should the realities of international power, including the political and economic dominance of the United States, affect the moral assessment of governments' conduct? What is the just response to demands for national self-determination, including secession? To what extent are patriotism, nationalism and cosmopolitanism defensible as political perspectives or personal attitudes? Readings include work by political philosophers and political theorists and relevant case studies.

[PHIL 460 Epistemology (IV)]
Not offered 2002-2003.]

PHIL 462 Philosophy of Mind (IV)
Spring. 4 credits. S. Shoemaker.

This course is about the nature of personal identity, with special attention to the relation of persons to their bodies. Readings are from classical and contemporary sources.

PHIL 481 Problems in the Philosophy of Science (IV)

Spring. 4 credits. R. Boyd.
Topic for 2003: Objectivity in science: alternative approaches from philosophy, science studies, feminist theory and radical critiques of science.

PHIL 490 Special Studies in Philosophy (IV)

Fall and spring. 4 credits. Open only to honors students in their senior year. See Honors description at the beginning of Philosophy section.

PHIL 611 Ancient Philosophy (also CLASS 671)

Spring. 4 credits. V. Harte.
This course focuses on Plato's *Philebus*, which considers the question of what is the best life. Issues explored en route to answering this question include: the nature of pleasure and of knowledge and their competing claims to be the good; true and false pleasures; the psychology of desire; philosophical methodology.

PHIL 612 Medieval Philosophy

Spring. 4 credits. S. MacDonald.
Topic for spring 2003: Aquinas's Ethics and Moral Psychology.

PHIL 633 Philosophy of Language

Spring. 4 credits. Z. Szabo.
The topic of this course is an old but recently somewhat neglected question: "Wherein is language conventional?" Before reflection, we seem to have inconsistent views on the matter fluctuating between the view that language is entirely the product of human contrivance and the view that abstracting from its most superficial features, language is part of our genetic endowment. To adequately address the issue, we need on the one hand to clarify certain conceptual issues about the nature of norms and rules, and on the other hand, to pay some attention to what linguists and psychologists have recently learned about the variation of human languages. We also discuss how debates about linguistic conventions relate to wider questions of relativism.

PHIL 641 Ethics and Value Theory

Fall. 4 credits. N. Sturgeon.
Topic for Fall 2002: Relativism, Realism, Skepticism, and Noncognitivism in Ethics.

[PHIL 642 Moral Psychology]
Fall. 4 credits. Not offered 2002-2003.]

[PHIL 662 Philosophy of Mind]
Not offered 2002-2003.]

[PHIL 664 Metaphysics]
Not offered 2002-2003.]

PHIL 665 Metaphysics

Fall, spring. 4 credits. Prerequisite: this class is intended for graduate students in the philosophy department. Others may attend only with permission of the instructor. Fall, M. Fara; spring, B. Hellie.
Fall—Topic: Possible Worlds. This seminar provides an advanced-level survey of some topics falling under the broad heading of "possible worlds". The class will be divided into three components, all inter-related: (i) possible worlds semantics (including counterpart theory and multiple-indexed semantics); (ii) applications of possible worlds semantics to some questions in metaphysics and philosophy of language (including the interpretation of conditionals, mental and linguistic content, attributions of knowledge and belief, various essentialist doctrines); and (iii) metaphysical questions about the nature of possible worlds (e.g. What are they? Do they actually exist? Can an object be located in more than one world?).

Spring—Predication and related issues: its psychological significance; the semantics (and some syntax) of nominalizations; quantification into predicate position; the metaphysics of properties; the unity of the proposition; truth.

[PHIL 681 Philosophy of Science]
Not offered 2002-2003.]

PHIL 700 Informal Study

Fall or spring. Credit TBA.
To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

PHYSICS

G. P. Lepage, chair (109 Clark Hall, 255-6016); R. S. Galik, acting director of undergraduate studies (101 Clark Hall, 255-8158, physicsdsu@mailbox@cornell.edu); J. P. Alexander, V. Ambegaokar, P. C. Argyres, T. A. Arias, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, P. Brouwer, D. G. Cassel, C. Csaki, G. F. Dugan, V. Elser, D. B. Fitchner, E. E. Flanagan, C. P. Franck, R. S. Galik, L. K. Gibbons, P. Ginsparg, B. Gittelman, B. Greene, S. M. Gruner, L. N. Hand, D. L. Hartill, C. L. Henley, A. LeClair, D. M. Lee, P. L. McEuen, N. D. Mermin, N. Mistry, M. Neubert, H. Padamsee, J. M. Parpia, J. R. Patterson, R. O. Pohl, D. C. Ralph, J. D. Reppy, R. C. Richardson, J. Rogers, D. L. Rubin, J. P. Sethna, A. J. Sievers, E. Siggia, P. C. Stein, R. M. Talman, S. A. Teukolsky, R. Thorne, H. Tye, M. D. Wang, I. Wasserman, T.-M. Yan, J. York

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of

Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and biophysics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Students will find many opportunities for research participation and summer employment.

Introductory physics sequences are: 101-102, 207-208, and 112-213-214, or its honors version 116-217-218. In addition, there is a group of general-education courses, PHYS 200-206, 209, 210. PHYS 101-102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. PHYS 112 and 207 both require calculus (MATH 190 or 191 or 111), and additional mathematics is required for subsequent courses in the sequence. PHYS 101-102 or 207-208 may be taken as terminal physics sequences. The three-term sequence 112-213-214 or its honors version, 116-217-218, is recommended for engineers and physics majors.

Courses beyond the introductory level that might be of interest to nonmajors include: PHYS 316 (Modern Physics I); PHYS 330 (Modern Experimental Optics); and PHYS 360 (Electronic Circuits).

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult the director of undergraduate studies, as should students requesting transfer credit for physics courses taken at another college.

The Major

The major program is constructed to accommodate students who wish to prepare for professional or graduate work in physics as well as those who wish to complete their major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take PHYS 112 with co-registration in MATH 190 or 191.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (PHYS 112–213–214 or PHYS 116–217–218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (PHYS 316–317), (b) at least three semester hours of laboratory work selected from PHYS 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate course in electromagnetism.

Accompanying these physics courses should be work in mathematics through at least MATH 222 or 294. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (A&EP 321–322 or MATH 321/420–422).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed on by the student and major faculty adviser.

Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong secondary school preparation, the sequence PHYS 116–217–218 is encouraged. Students are strongly encouraged to start the sequence with PHYS 116, even if they qualify for advanced placement credit for PHYS 112. Core courses in mechanics and electromagnetism will normally be PHYS 318 and PHYS 327, respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course PHYS 410. This means a physics concentration needs a minimum of 7 credit hours of laboratory work to complete the requirements. The accompanying table shows several typical course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these typical patterns will be common, as agreed on between student and major faculty adviser. Research work is encouraged of all majors. If this work is done as an independent project, PHYS 490, up to eight credits can be applied to the concentration.

Concentration outside Physics

The concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least eight credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or econometrics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics.

For students with concentrations outside physics, the core requirements in mechanics and electromagnetism can be appropriately met with PHYS 314 and PHYS 323, respectively.

Students with an astronomy concentration who might continue in that field in graduate school should use ASTRO 410, 431, 432 as part of the concentration; they are encouraged to use PHYS 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

Honors

A student may be granted honors in physics upon the recommendation of the Physics Advisers Committee of the physics faculty. There is no particular course structure or thesis requirement for honors.

Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that any course used to satisfy a requirement of another major may be used in satisfaction of physics major requirements only if the student's concentration is *within* physics.

Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

PHYS 101, 112, 116, 207
PHYS 102, 208, 213, 217
PHYS 214, 218
PHYS 314, 318
PHYS 323, 327
PHYS 116, 216

In addition, students with credit for PHYS 101, 112, 116, or 207, or an advanced placement equivalent who wish to enroll in PHYS 200–206, 209, or 210 should obtain written permission from the instructor and the director of undergraduate studies in physics.

Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

Courses

Listed days and times are not definite but are unlikely to change. Days and times are not listed for 600-level courses.

PHYS 101 General Physics I (I)

Fall, summer 4-week or 8-week session. 4 credits. General introductory physics for nonphysics majors. Prerequisites: 3 years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for PHYS 101. Includes less mathematical analysis than PHYS 207, but more than PHYS 200–206, 209, 210. Enrollment may be limited. Fall introductory lec. R Aug. 29 or M Sept. 2. D. Fitchen.

PHYS 101 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit. Most instruction occurs in the learning

Typical Physics Course Sequences (other sequences are also possible)

Semester	No AP math or physics	1 year AP calculus and good HS physics	Outside concentrators	Outside concentrators (alternate)
1st – Fall	112	116	112	
2nd – Spring	213	217	213	112
3rd – Fall	214	218	214	213
4th – Spring	316, 3x0	316, 3x0	3x0	214
5th – Fall	317, 327, 3x0	317, 327, 3x0	316	3x0, 316
6th – Spring	314/318, 443	318, 443	314	314, 3x0
7th – Fall	341, 410	341, 410	317, 323	317, 323
8th – Spring	Elective(s)	Elective(s)		

•For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

•Crossovers between the two sequences 112–113–214 and 116–217–218 are possible, although the combinations 112–217–218 and 112–213–218 are difficult. PHYS 207 may be substituted for PHYS 112. Students taking 217 after 112 must coregister for 216.

•Students taking the honors sequence 116–217–218 are strongly encouraged to start with PHYS 116. Exceptionally well-prepared students may be able to begin work at Cornell with PHYS 217. Such students should come to the department office for advice in planning a course program.

•Physics electives for the major include 360, 444, 454, 455, 480, 490, 525, 553, 561, 572, the senior seminars 481–489, ASTRO 332 or 431–432, and A&EP 434.

•One semester of intermediate laboratory, listed here as 3x0, is required.

•Well-prepared sophomores wishing to take PHYS 318 should consult the instructor before registering.

center using video-taped lectures, personal tutoring by staff, assigned laboratory exercises, and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice. Major topics for 101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics.

PHYS 102 General Physics II (I)

Spring, summer 4-week or 8-week session. 4 credits. Prerequisite for PHYS 102: PHYS 101 or 112 or 207. Includes less mathematical analysis than PHYS 208, but more than PHYS 200-206, 209, 210. Enrollment may be limited. Spring introductory lec, M Jan. 20. Staff.

PHYS 101-102 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit each term. Most instruction occurs in the learning center using video-taped lectures, personal tutoring by staff, assigned laboratory exercises, and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice. Major topics for 102: electricity and magnetism, optics, relativity, atomic, quantum, and nuclear physics. At the level of *Physics 5th edition* by Cutnell and Johnson.

PHYS 103 General Physics (I)

Summer. 4 credits. Prerequisite: 3 years of high school mathematics, including trigonometry. A student without high school physics should allow extra time for PHYS 103. PHYS 103 is a more traditional version of PHYS 101. PHYS 103 is not appropriate for students majoring in physics or engineering; it is primarily for students majoring in the life sciences. Lectures and discussions: M-F; laboratories M W.

Basic principles treated quantitatively but without calculus. Topics include: kinematics; forces and fields; momentum, angular momentum, and energy; thermal physics and fluid mechanics; sound waves. Text at the level of *Physics, 5th edition*, by Cutnell and Johnson.

PHYS 112 Physics I: Mechanics (II)

Fall, spring, summer 6-week session. 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in MATH 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in MATH 111 or 191. Lec, M W F. Two rec. and one lab session approximately every other week. Evening exams. Fall, P. McEuen; spring, staff.

Course covers the mechanics of particles with focus on: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, and static equilibrium. At the level of *University Physics, Vol. 1*, by Young and Freedman.

PHYS 116 Physics I: Mechanics and Special Relativity (I)

Fall, spring. 4 credits. More analytic than PHYS 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective physics majors, astronomy majors, or applied and engineering physics majors. Prerequisites: a good secondary school physics course, familiarity with basic calculus, and enjoyment of puzzle-solving. Corrective transfers between PHYS 116 and PHYS 112 (in either direction) are encouraged during the first several weeks of instruction. Two recitations each week and six 2-hour labs. Lec M W F. Fall, K. Berkelman; spring, staff.

A more rigorous version of PHYS 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

PHYS 117 Concepts of Modern Physics

Fall. 1 credit. S-U only. Enrollment may be limited. Coregistration in PHYS 112 or 116 or 213 or 217 is required. For freshmen who plan to major in physics, applied and engineering physics, or astronomy. Lec, W. A. Sadoff.

This course is intended for freshmen who plan to major in physics or a closely related field (i.e., applied and engineering physics or astronomy) and would like to learn about the concepts of modern physics early in their physics education. Possible topics of discussion are methodology, symmetry and conservation laws, quantum theory, the unification of forces and matter, and big-bang cosmology.

PHYS 190 Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times by arrangement with instructor. S-U only. Enrollment limited to students who have all of the following: (1) 3 transfer credits for introductory physics lecture material; (2) a degree requirement for the laboratory component of that introductory course; (3) approval of the director of undergraduate studies; and (4) permission of the lecturer of that course at Cornell. Enrollment limited.

A PHYS 190 Permission Form must be filed in 121 Clark Hall with the physics department course coordinator. Students perform the laboratory component of one of the introductory courses (PHYS 112, 207, 208, 213, 214) to complement the lecture-related course credit acquired elsewhere. Those wishing to take the equivalent of one of these introductory courses at another institution should receive prior approval from the director of undergraduate studies.

PHYS 200 Art, Archaeology, and Analysis (also EAS 200, ENGRI 185, MS&E 285, ARKEO 285, and ART H 200) (I or IV)

For description, see EAS 200.

PHYS 201 Why the Sky Is Blue: Aspects of the Physical World (I)

Fall. 3 credits. Lec, T R, rec, W. A. Sadoff. This is a descriptive physics course aimed specifically at the nonscience student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical

laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques. At the level of *Physics Concepts and Connections* by Hobson.

PHYS 202 Energy (I)

Fall. 3 credits. For non-science majors. No specific prerequisites, but competence in high school level mathematics needed. Some high school level science (chemistry, physics or earth science) desirable. T R 2:55-4:10. D. Holcomb.

The course will cover (1) the basic science of different kinds of energy (mechanical, electrical, chemical, thermal, gravitational, solar, nuclear) and (2) the energy conversion processes, which power twenty-first century society. Some related ecological, economic, social and political issues would be touched upon. Weekly assigned problems, based on weekly study assignments, will be used as classroom study materials. In the latter part of the course, students will be invited to divide into groups to investigate more deeply particular energy sources or energy conversion processes.

PHYS 203 Physics of the Heavens and the Earth—A Synthesis (I)

Spring. 3 credits. Prerequisite: none; uses high school algebra and geometry. For nonscience majors. Lec T R; sec W. H. Padamsee.

This course shows how the unification of apparently distinct areas of physics leads to an explosion in the growth of our knowledge and understanding. The material is divided into three parts: the physics of motion on earth and motion in the heavens, showing how the two evolved separately, from the ideas of the ancient Greeks to the dynamics and telescopic discoveries of Galileo; the final melding of these two topics with Newton's Universal Gravitation; and Einstein's theories of relativity followed by an exploration of this "new" physics and its impact. There is an emphasis throughout on "how do we know the laws?" These are the stories of breakthrough discoveries and brilliant insights made by fascinating people, offering a humanistic perspective.

[PHYS 204 Physics of Musical Sound (I)]

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science course. Lec, M W F 9:05-9:55. Not offered 2002-2003.]

[PHYS 205 Reasoning about Luck (I or II)]

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses and cannot be taken for credit by anyone who has taken a college-level physics course. Not offered 2002-2003.]

PHYS 206 Physics in the News (I)

Spring. 3 credits. Prerequisite: high school algebra. Intended for non-science majors. Does not serve as a prerequisite for further science courses. Lec T R. One rec. each week. V. Sahakian.

"Physics in the News" examines the physics concepts behind the everyday news headlines. Typical topics include space exploration, global warming, medical imaging, magnetic levitation trains and electric cars, asteroid impacts, and other interesting headlines that may occur during the semester. This course is

intended for non-science majors and is mainly descriptive. Our tools for understanding these topics are some of the most basic principles of physics, illustrated using algebra at the high school level. Detailed lecture notes are provided on the web. Readings are from the scientific press at the level of Scientific American and the text by Hobson listed below. Students are encouraged to explore the social and environmental aspects of some of the more debatable topics through articles and webpages. At the level of, *Physics, Concepts and Connections*, 2nd edition, by Art Hobson.

PHYS 207 Fundamentals of Physics I (I)

Fall. 4 credits. Prerequisites: high school physics plus MATH 111 or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor. Lec, M W F; two rec. and one lab each week. Evening exams. D. Fitchen.

PHYS 207–208 is a two-semester introduction to physics, intended for students majoring in an analytically oriented biological science, a physical science, or mathematics with emphasis on applications and on quantitative tools generally applicable to the sciences.

Course covers: mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics, and properties of matter. At the level of *Fundamentals of Physics*, Vol. I, 6th edition, by Halliday, Resnick, and Walker.

PHYS 208 Fundamentals of Physics II (I)

Spring. 4 credits. Prerequisites for PHYS 208: PHYS 207 or 112 or 101 and at least coregistration in MATH 112 or 192. PHYS 207–208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science. Lec, M W F; two rec. and one lab each week. Evening exams. Staff.

Course covers electricity and magnetism, and topics from physical and geometrical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, Vol II, 6th edition, by Halliday, Resnick, and Walker.

[PHYS 209 Relativity and Chaos (I or II)]

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but uses high school algebra. Lec, T R; rec, M. Not offered 2002–2003.]

PHYS 213 Physics II: Heat/Electromagnetism (I)

Fall, spring, (summer 6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: PHYS 112 and coregistration in the continuation of the mathematics sequence required for PHYS 112. Lec, T R, two rec. each week and six 2-hour labs. Evening exams. Fall, J. Rogers; spring, staff.

Course topics include: temperature, heat, thermal energy, electrostatics, behavior of matter in electric fields, DC circuits, magnetic fields, Faraday's law, Maxwell's equations, and electromagnetic oscillations. At the level of *University Physics/Vol. 1&2*, by Young and Freedman. Laboratory covers electrical measurements, circuits, and some aspects of heat transfer.

PHYS 214 Physics III: Optics, Waves, and Particles (I)

Fall, spring, (summer, 6 week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: PHYS 213 and completion of a course in differential equations. Two rec. each week and one 3-hour lab alternate weeks. Evening exams. Lec, T R. Fall, E. Bodenschatz; spring, staff.

Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, wave properties of particles and introduction to quantum physics. Course includes computer use in solving problems and labs. At the level of *University Physics, Vol. 1 & 2*, by Young and Freedman.

PHYS 216 Introduction to Special Relativity

Fall, spring, based on preregistration. 1 credit. S-U only. Enrollment may be limited. Course is completed within first 4 to 6 weeks of term. Coregistration in this course is a requirement for registration in PHYS 217, unless the student has taken a relativity course at the level of PHYS 116 or ASTRO 106. Prerequisites: PHYS 112 or PHYS 207 or permission of instructor. Lec, T R. Fall, P. Lepage; spring, staff.

Introduction to Einstein's Theory of Special Relativity including: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy, and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow.

PHYS 217 Physics II: Electricity and Magnetism (also A&EP 217) (I)

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 112 or 116 and in mathematics and who desire a more analytic treatment than that of PHYS 213. Prospective physics majors are encouraged to select PHYS 217. Prerequisites: approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting those students who find PHYS 217 too abstract or analytical to transfer into PHYS 213, which they can do without difficulty at that time. Vector calculus is taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of PHYS 116 or is currently enrolled in PHYS 216. It is also assumed that the student has covered the material of MATH 192 and is coregistered in MATH 293 or the equivalent. Lec, M W F. Fall, A. Sievers; spring, R. Buhman.

At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

PHYS 218 Physics III: Waves and Thermodynamics (I)

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 116 and 217 and in mathematics, and who desire a more analytic treatment than that of PHYS 214. Prospective physics majors are encouraged to select PHYS 218. Prerequisites: PHYS 217 (with a grade of B or higher) and completion of a course in differential equations or permission of instructor. Lec, M W F. Fall, J. Sethna; spring, E. Bodenschatz.

The first part of the course gives a thorough discussion of wave equations, including traveling waves, standing waves, energy, momentum, power, reflection and transmission, interference and diffraction. We will derive wave equations on strings, for sound and light, and in elastic media. We'll cover Fourier series and linear partial differential equations. In some semesters, elasticity theory and tensor calculus may be introduced. In the second part of the course, we introduce thermodynamics and statistical mechanics, including heat engines, the Carnot cycle, and the concepts of temperature and entropy. In some semesters random walks and diffusion may be introduced. Evening exams may be scheduled. At the level of *Physics of Waves* by Elmore and Heald.

PHYS 310 Intermediate Experimental Physics (I)

Spring. 3 credits. Enrollment may be limited. Prerequisite: PHYS 208 or 213. Labs T R.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the PHYS 410 lab are available for some experiments.

PHYS 314 Intermediate Mechanics (I)

Spring. 4 credits. Prerequisites: PHYS 208 or 214 (or equivalent) and MATH 294 (or equivalent); Intended for physics majors with concentration outside of physics or astronomy; PHYS 318 covers similar material at a more analytical level. Lec. M W F, rec. F. C. Franck.

Likely topics include: Lagrangian mechanics; Newtonian mechanics based on a variational principle; conservation laws from symmetries; two-body orbits due to a central force; analysis of scattering experiments; small amplitude oscillating systems including normal mode analysis; parametrically driven systems; rigid body motion; motion in non-inertial reference frames; and nonlinear behavior including bistability and chaos. Students not only become more familiar with analytic methods for solving problems in mechanics but also gain experience with computer tools. At the level of *Classical Dynamics* by Marion and Thorton.

PHYS 316 Modern Physics I (I)

Fall, spring. 3 credits. Prerequisites: PHYS 214 or 218 and coregistration in at least MATH 294 or equivalent. It is assumed that majors registering in PHYS 316 will continue with PHYS 317. Lec, M W F; rec, R. D. Rubin.

Course topics include: breakdown of classical concepts in microphysics; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; and the hydrogen atom, exclusion principle, and spin and magnetic moments. At the level of *An Introduction to Quantum Physics* by French and Taylor.

PHYS 317 Modern Physics II (I)

Fall. 3 credits. Prerequisite: PHYS 316. Lec, M W F, rec, T. G. Dugan.

Course topics include: an investigation of quantum phenomena; atomic physics; classical and quantum statistical mechanics; molecules; solid state physics; nuclear physics and radioactivity; and elementary particle physics. At the level of *Modern Physics* by Serway.

PHYS 318 Analytical Mechanics (I)

Spring. 4 credits. Prerequisites: PHYS 116 or permission of instructor; A&EP 321 or MATH 420. Intended for junior physics majors concentrating in physics or astronomy. PHYS 314 covers similar material at a less demanding level. Lec, M W F; rec, F. M. Neubert.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Classical Mechanics* by Goldstein, *Classical Dynamics* by Marion and Thorton, and *Analytical Mechanics* by Hand and Finch. Supplementary reading is assigned.

PHYS 323 Intermediate Electricity and Magnetism (I)

Fall. 4 credits. Prerequisites: PHYS 208 or 213/214 (or equivalent) and MATH 293/294 (or equivalent); coregistration in A&EP 321 or MATH 420 recommended. Intended for physics majors with a concentration outside of physics or astronomy; PHYS 327 covers similar material at a more analytical level. Lec, M W F; rec, F. C. Franck.

Course topics include: electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, electromagnetic waves, and sources of electromagnetic radiation. At the level of *Introduction to Electrodynamics* by Griffiths.

PHYS 327 Advanced Electricity and Magnetism (I)

Fall. 4 credits. Prerequisites: PHYS 217/218 or permission of instructor; coregistration in A&EP 321 or MATH 420. Intended for physics majors concentrating in physics or astronomy. PHYS 323 covers similar material at a less demanding level. N.B.: PHYS 327 assumes knowledge of the material at the level of PHYS 217, and makes extensive use of Fourier transforms. Lec, M W F; rec, F. L. Hand.

Course covers: electro/magneto-statics, vector and scalar potentials, Laplace's Equation and boundary value problems, multipoles; radiation-solutions to Maxwell's Equations, energy-momentum of radiation; electrodynamics in media; and special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrodynamics. At the level of *Classical Electromagnetic Radiation*, by Heald and Marion.

PHYS 330 Modern Experimental Optics (also A&EP 330) (I)

Fall. 4 credits. Enrollment limited. Prerequisite: PHYS 214 or equivalent. Lec, W; lab, M T. M. Wang.

A practical laboratory course in basic and modern optics. The six projects cover a wide range of topics from geometrical optics to classical wave properties such as interference, diffraction, and polarization. Each experimental setup is equipped with standard, off-the-shelf optics and opto-mechanical components to provide the students with hands-on experience in practical laboratory techniques currently employed in physics, chemistry, biology, and engineering. Students are also introduced to digital imaging and image processing techniques. At the level of *Optics* by Hecht.

PHYS 341 Thermodynamics and Statistical Physics (I)

Fall. 4 credits. Prerequisites: PHYS 214, 316, and MATH 294. Lec, M W F; rec, R. P. Brouwer.

Course covers: statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Also covers concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, and free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems, and introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics*, by Reif, or *Introduction to Statistical Mechanics* by Betts.

PHYS 360 Electronic Circuits (also A&EP 363) (I)

Fall, spring. 4 credits. S-U grade option available by permission of the instructor for students who do not require this course for their major. Prerequisites: undergraduate course in electricity and magnetism (e.g., PHYS 208, 213, or 217) or permission of the instructor. No previous electronics experience is assumed, although the course moves quickly through introductory topics such as basic dc circuits. Fall term usually has a smaller enrollment. Lec, M. Labs T R or W F; evening labs M W spring, Fall, E. Kirkland; spring, R. Thorne.

Practical electronics as encountered in a scientific or engineering research/development environment. Analyze, design, build, and test circuits using discrete components and integrated circuits. Analog circuits: resistors, capacitors, filters, operational amplifiers, feedback amplifiers, oscillators, comparators, passive and active filters, diodes and transistor switches and amplifiers. Digital circuits: combinational and sequential logic (gates, flip-flops, registers, counters, timers), analog to digital (ADC) and digital to analog (DAC) conversion, signal averaging, computer architecture and interfacing. Additional topics may include analog and digital signal processing, light wave communications, transducers, and noise reduction techniques. At the level of *Art of Electronics* by Horowitz and Hill.

PHYS 400 Informal Advanced Laboratory

Fall, spring. Variable to 3 credits. Prerequisites: 2 years of physics or permission of instructor. Lab T W. D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under PHYS 410, may be done to fill the student's special requirements.

PHYS 410 Advanced Experimental Physics

Fall, spring. 4 credits. Limited to seniors except by special permission. Prerequisites: PHYS 214 (or 310 or 360) plus 318 and 327, or permission of instructor. Lec, M; lab T W. D. Hartill.

Selected topics in experimental concepts and techniques. About 60 different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, and nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests.

Independent work is stressed. Lectures are on experimental techniques used in experiments in the laboratory and on current research topics.

PHYS 443 Introductory Quantum Mechanics (I)

Spring. 4 credits. Prerequisites: PHYS 327 or 323; and PHYS 316 and A&EP 321 or MATH 420; coregistration in PHYS 314 or 318; or permission of instructor. Lec, M W F; rec, R. S. Teukolsky.

This course provides an introduction to concepts and techniques of quantum mechanics, at the level of *An Introduction to Quantum Mechanics*, by Griffiths.

PHYS 444 Nuclear and High-Energy Particle Physics (I)

Spring. 4 credits. Prerequisite: PHYS 443 or permission of instructor. Lec, M W F; rec, F.

Behavior of high-energy particles and radiation; elementary particles; basic properties of accelerators and detectors; general symmetries and conservation laws. At the level of *Introduction to Elementary Particles* by Griffiths or *Modern Elementary Particle Physics* by Kane.

PHYS 451 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 551) (I)

Spring. 3 credits. Only students with a strong performance in PHYS 318 or the equivalent will be admitted to the course. Biweekly two-hour seminar to be scheduled. Lec, T R.

This course provides an introduction to advanced topics in modern classical mechanics: methods of formulating both discrete and continuum Hamiltonian dynamics, classical field theory, canonical transformations, action-angle variables, the Hamilton-Jacobi equation, connection between classical and quantum mechanics, solvable, integrable, and nonintegrable systems, and KAM tori. Includes analytic techniques in nonlinear dynamics with examples chosen from a variety of systems of physical interest, phase-locking and fractional order resonances, and classification of bifurcations. Also covers dissipative and Hamiltonian chaos: logistic and standard maps, renormalization, KAM theorem, and quantum chaos. Some fluid dynamics and Sturm-Liouville theory included as time permits. The first part of the course is at the level of *Theoretical Mechanics of Particles and Continua*, by Fetter and Walecka; the second part is at the level of *Regular and Chaotic Dynamics*, 2nd edition, by Lichtenberg and Leiberman.

PHYS 454 Introductory Solid-State Physics (also A&EP 450) (I)

Fall. 4 credits. Prerequisite: PHYS 443, A&EP 361, or CHEM 793 is highly desirable but not required. Lec, M W F. Computer lab: W or R. J. Brock.

An introduction to modern solid-state physics, including crystal structure, lattice vibrations, electron theory of metals and semiconductors, and selected topics from magnetic properties, optical properties, superconductivity, and defects. At the level of *Introduction to Solid State Physics*, by Kittel, and *Solid State Physics*, by Ashcroft and Mermin.

[PHYS 455 Geometrical Concepts in Physics (I)]

Spring. 4 credits. Prerequisite: PHYS 323 or equivalent and at least coregistration in PHYS 318 or permission of instructor. Usually offered every other spring. Lec, T R. Not offered 2002–2003.]

[PHYS 456 Introduction to Accelerator Physics and Technology (also PHYS 656) (I)]

Fall. 3 credits. Prerequisites: Intermediate E&M (PHYS 323 or 327) and Classical Mechanics (PHYS 314 or 318). Lec, T R. Not offered 2002–2003.

Fundamental physical principles of particle accelerators and enabling technologies, with a focus on circular high energy colliders, such as the Cornell Electron Storage Ring (CESR).]

[PHYS 457 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 657) (I)]

Spring. 3 credits. Prerequisites: intermediate level mechanics (PHYS 314 or 327) and E&M (PHYS 323 or 327) or permission of instructor. Previous completion of PHYS 456/656 is not required. Lec, T R. Not offered 2002–2003. S. Gruner and R. Talman.

This course covers physics of synchrotron radiation with a focus on characteristics of radiation from dipole magnets, electron beam properties that influence radiation characteristics, issues of flux, brightness, emittance, brilliance, beam stability, and beam lifetime.]

[PHYS 480 Computational Physics (also PHYS 680 and ASTRO 690) (I)]

Spring. 3 credits. S-U grades only. The course assumes familiarity with the standard mathematical methods for the physical sciences and engineering, differential equations and linear algebra in particular and with computer programming (e.g., Fortran or C). Lec, T R. T. Arias.

This course covers numerical methods for ordinary and partial differential equations, linear algebra and eigenvalue problems, nonlinear equations, and fast Fourier transforms from the hands-on perspective of how they are used in modern computational research in the era of open software and the web. The computer assignments which teach the material are designed also to achieve a larger goal: In the end, each student has developed his or her own working ab initio computer program for calculating the properties of molecules and materials with the methods which won Walter Kohn and John Pople the Nobel prize in Chemistry in 1998.

[PHYS 481 Quantum Information Processing (also PHYS 681 and COM S 483)]

Spring. 2 credits. S-U only. The only essential prerequisite is familiarity with the theory of finite-dimensional vector spaces over the complex numbers. Lec, T R. N. David Mermin.

A technology that successfully exploits fundamental principles of quantum physics can spectacularly alter both the nature of computation and the means available for the transmission of information. Though implementation will be extremely difficult to achieve, the theory of quantum computation offers striking new perspectives on computation and information, as well as on the quantum theory itself. This course is intended both for physicists, unfamiliar with computational complexity theory, and computer

scientists and mathematicians, unfamiliar with the principles of quantum mechanics. Topics are likely to include an introduction to the relevant principles of quantum physics, a survey of elementary quantum computational magic, Shor's factoring algorithm, Grover's search algorithm, quantum error correction, quantum cryptography, and the teleportation of quantum states.

[PHYS 487 Selected Topics in Accelerator Technology (also PHYS 687)]

Fall. 2 credits. S-U only. Prerequisites: intermediate E&M (PHYS 323 or 327). Lec, T R. Not offered 2002–2003.

Fundamentals of accelerator technology. This course consists of a series of topical seminars covering the principal elements of accelerator technology.]

[PHYS 488 Introduction to Accelerator Physics and Technology (also PHYS 688) (I)]

Fall. 3 credits. Prerequisites: Intermediate E&M (PHYS 323 or PHYS 327) and Classical Mechanics (PHYS 314 or PHYS 318). Lec, T R. Not offered 2002–2003.

Course covers fundamental physical principles of particle accelerators and enabling technologies.]

[PHYS 490 Independent Study in Physics]

Fall or spring. Variable to 4 credits. Students can apply a maximum of eight PHYS 490 credits to the physics major. Prerequisite: permission required of professor who will direct proposed work. A copy of the Request for Independent Study form must be filed with physics department course coordinator, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

[PHYS 500 Informal Graduate Laboratory]

Fall, spring; summer. Variable to 2 credits. By permission of instructor. Experiments of widely varying difficulty in one or more areas, as listed under PHYS 510, may be done to fill student's special requirements. D. Hartill.

[PHYS 510 Advanced Experimental Physics]

Fall, spring. 3 credits. Lab, T W. An optional lecture associated with PHYS 410, M is available. D. Hartill.

About 60 different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, and nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed. Lectures include techniques used in experiments in the advanced laboratory and on current research topics.

[PHYS 520 Projects in Experimental Physics]

Fall, spring, summer. Variable to 3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: PHYS 510.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in PHYS 510.

[PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also ASTRO 511)]

Spring. 4 credits. No astronomy or general relativity prerequisites. D. Lai.

This course covers the formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars; equilibrium configurations, equations of state, stability criteria, and mass limits; the influence of rotation and magnetic fields, pulsar phenomena, mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes, compact X-ray sources; Gamma-Ray bursts; and high energy processes near supermassive blackholes, Quasars, and active galactic nuclei. Emphasis is on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics are discussed including: solid-state physics, nuclear physics, relativity, fluid dynamics, and high-energy physics.

[PHYS 551 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 451)]

Spring. 3 credits.

For description, see PHYS 451.

[PHYS 553–554 General Relativity (also ASTRO 509–510)]

553, fall; 554, spring. 4 credits. Prerequisite: knowledge of special relativity and methods of dynamics at the level of Classical Mechanics, by Goldstein. Lec, T R. J. York.

A systematic introduction to Einstein's theory using both modern and classical methods of computation. Topics include review of special relativity, differential geometry, foundations of general relativity (GR), laws of physics in the presence of a gravitational field, GR as a dynamical theory, experimental tests of GR. At the level of *Gravitation*, by Misner, Thorne, and Wheeler. PHYS 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, and cosmology, use of dynamics to formulate astrophysical and cosmological computations.

[PHYS 561 Classical Electrodynamics]

Fall. 3 credits. S. Teukolsky.

Course covers Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, and radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

[PHYS 562 Statistical Physics]

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics, classical mechanics, and an undergraduate-level thermodynamics or statistical mechanics class will be expected. Lec M W F. J. Sethna.

The course starts with the fundamental concepts of temperature, entropy, and free energy, defining the microcanonical, canonical, and grand canonical ensembles. We touch upon Markov chains, random walks, diffusion equations, and the fluctuation-dissipation theorem. We cover Bose-Einstein and Fermi statistics, black-body radiation, Bose condensation, superfluidity metals, and white dwarves. We discuss fundamental descriptions of phases, and introduce Landau theory, topological order parameters, and the homotopy classification of defects. We briefly study first order phase transitions and critical droplet theory, and

conclude with a discussion of critical phenomena, scaling, universality, and the renormalization group. At the level of *Statistical Mechanics* (2nd edition) by Pathria and *Statistical Mechanics of Phase Transition* by Yeomans.

PHYS 572 Quantum Mechanics I

Fall. 4 credits. Lec, M W F. T. M. Yan. Course covers the general principles of quantum mechanics, formulated in the language of Dirac. Covers systems with few degrees of freedom: hydrogen atom, including fine and hyperfine structure; the deuteron; and atomic transitions. Theory of angular momentum, symmetries, perturbations and collisions are developed to analyze phenomena displayed by these systems. At the level of *Modern Quantum Mechanics* by Sakurai. A knowledge of the subject at the level of PHYS 443 is assumed, but the course is self-contained.

PHYS 574 Quantum Mechanics II

Spring. 4 credits. Lec, M W F. E. Flanagan. Course covers systems with many degrees of freedom. Topics include: quantization of the electromagnetic field; interaction of light with matter; many electron atoms; second quantization for fermions; quantum liquids; scattering of complex systems; and an introduction to the Dirac equation. A knowledge of the concepts and techniques covered in PHYS 561 and 572 is assumed.

PHYS 599 Cosmology (also ASTRO 599)

For description, see ASTRO 599.

PHYS 635 Solid State Physics I

Fall. 3 credits. Prerequisites: a good undergraduate solid-state physics course, such as PHYS 454, as well as familiarity with graduate-level quantum mechanics. N. Ashcroft.

A survey of the physics of solids: crystal structures, x-ray diffraction, phonons, and electrons. Selected topics from semiconductors, magnetism, superconductivity, disordered materials, dielectric properties, and mesoscopic physics. At the level of *Solid State Physics* by Ashcroft and Mermin.

PHYS 636 Solid-State Physics II

Spring. 3 credits. Prerequisite: PHYS 635. P. Brouwer.

A continuation of PHYS 635. Topics covered include: Fermi Liquid Theory, magnetism, superconductivity, broken symmetries, elementary excitations, and other topics in quantum condensed matter physics not covered in *Solid State Physics* by Ashcroft and Mermin. These topics include: topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, disordered systems, Anderson localization, and other metal insulator transitions.

[PHYS 645 High-Energy Particle Physics]

Fall. 3 credits. Not offered 2002-2003. Course serves as an introduction to physics of baryons, mesons, and leptons.]

[PHYS 646 High-Energy Particle Physics]

Spring. 3 credits. Not offered 2002-2003. This course covers: topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions.]

PHYS 651 Relativistic Quantum Field Theory I

Fall. 3 credits. S-U grades only. M. Neubert.

Topics covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

PHYS 652 Relativistic Quantum Field Theory II

Spring. 3 credits. S-U grades only. H. Tye. This course is a continuation of PHYS 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, and spontaneous symmetry breaking. Topics in cosmology, supersymmetry or superstring may be introduced. Applications to the electroweak theory and quantum chromodynamics are emphasized. At the level of *An Introduction to Quantum Field Theory* by Peskin and Schroeder.

PHYS 653 Statistical Physics

Fall. 3 credits. Normally taken by graduate students in their second or later years. Prerequisites: competence in the basic principles of quantum mechanics, statistical physics at the level of PHYS 562, and thermodynamics. S-U grades only. V. Elser. Survey of topics in modern statistical physics selected from: dynamical statistical physics (kinetic theory, Boltzmann equation, hydrodynamics); theory of simple fluids; scaling theories and the renormalization group; phase transitions in disordered systems; and pattern formation in nonlinear systems, percolation theory.

PHYS 654 Theory of Many-Particle Systems

Spring. 3 credits. Prerequisites: PHYS 562, 574, 635, 636, and 653 or permission of instructor. S-U grades only. Staff. Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions are introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

[PHYS 656 Introduction to Accelerator Physics and Technology (also PHYS 456)]

Not offered 2002-2003. See PHYS 456 for description.]

[PHYS 657 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 457)]

Not offered 2002-2003. See PHYS 457 for description.]

PHYS 661 Advanced Topics in High Energy Particle Theory

Fall. 3 credits. Prerequisites: PHYS 652. S-U grades only. C. Saki.

This course presents advanced topics of current research interest. Subject matter varies from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, supersymmetry, current algebra, heavy quark physics, heavy quark symmetry, and phenomenological issues beyond the standard model.

PHYS 667 Theory of Stellar Structure and Evolution (also ASTRO 560)

For description, see ASTRO 560.

[PHYS 670 Instrumentation Seminar]

Spring. 2 credits. S-U grades only. Not offered 2002-2003. J. Alexander.

Course covers conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.]

PHYS 680 Computational Physics (also PHYS 480 and ASTRO 690)

For description, see PHYS 480.

PHYS 681-689 Special Topics

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, surface physics, Monte Carlo methods, low-temperature physics, magnetic resonance, phase transitions, and the renormalization group.

PHYS 681 Quantum Information Processing (also PHYS 481 and COM S 453)

See PHYS 481 for description.

[PHYS 687 Selected Topics in Accelerator Technology (also PHYS 487)]

See PHYS 487 for description. Not offered 2002-2003.]

[PHYS 688 Introduction to Accelerator Physics and Technology (also PHYS 488)]

Fall. 3 credits. Not offered 2002-2003. For description, see PHYS 488.]

PHYS 690 Independent Study in Physics

Fall or spring. Variable to 4 credits. Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professorial member of the staff.

POLISH

See Department of Russian.

PORTUGUESE

See Department of Romance Studies.

PSYCHOLOGY

D. J. Bem, S. L. Bem, U. Bronfenbrenner, M. Christiansen, J. E. Cutting, R. B. Darlington, T. J. DeVoogd, D. A. Dunning, S. Edelman, M. Ferguson, D. J. Field, B. L. Finlay, E. J. Gibson, T. D. Gilovich, B. P. Halpern, A. M. Isen, S. J. Johnson, R. E. Johnston, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, J. B. Maas, U. Neisser, M. Owren, H. S. Porte, D. T. Regan, E. A. Regan, H. Segal, M. Spivey, B. J. Strupp

The major areas of psychology represented in the department are perceptual and cognitive psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things

as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Perceptual and cognitive psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender), as well as courses in fieldwork and psychopathology. In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

The Major

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall) and should be completed and taken to one of the faculty members whose name is listed on the form.

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Perceptual and cognitive psychology**
- 2) **Biopsychology**
- 3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Perceptual and cognitive psychology:** PSYCH 205, 209, 214, 215, 292, 305, 311, 316, 342, 412, 413, 414, 415, 416, 417, 418, 419, 436, 492.
- 2) **Biopsychology:** PSYCH 223, 307, 322, 324, 326, 332, 361, 396, 420, 422, 424, 425, 429, 431, 440, 492.
- 3) **Social, personality, and abnormal psychology:** PSYCH 128, 265, 275, 277, 280, 281, 325, 327, 328, 402, 404, 450, 481, 489, 491.
- 4) **Other courses:** PSYCH 101, 199, 347, 350, 410, 440, 441, 470, 471, 472, 473, 475, 478, 479. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

Fieldwork, independent study, and teaching. The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

Statistics requirement. Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing PSYCH 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included SOC 301 and ILR 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least six semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.
- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

Concentration in biopsychology. Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in personality and social psychology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the

selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Undergraduate honors program. The honors program is designed for those exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in PSYCH 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Owren) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (summa cum laude, magna cum laude, cum laude) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the second week of November. Applications should be given to Professor Owren and should be made directly by the student.

Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of PSYCH 223, 307, 322, 324, 326, 332, 350, 361, 396, 410, 420, 422, 424, 425, 429, 431, 440, 441, 470, 471, 472, 473, 475, 478, 479, 491, 492.

Note: The Department of Psychology has listed all days and times for each course that we offer. If there should be changes in the days, times, or semester that a course is offered, we will post the necessary changes throughout the department and in the supplements of the Course and Time and Course and Room Rosters. Changes are also available on the web site, comp9.psych.cornell.edu.

Courses

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry (III)

Fall. 3 credits. Students who would like to take a discussion seminar should also enroll in PSYCH 103. M W F. J. B. Maas.

The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

[PSYCH 102 Introduction to Cognitive Science (also COGST 101, COMS 101, LING 170, PHIL 191) (III)]

Fall. 3 or 4 credits (the four-credit option involves a writing section instead of taking exams). T R. Not offered 2002-2003.

M. Spivey.

This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.]

PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students.

Prerequisite: concurrent enrollment in PSYCH 101. 12 different time options.

J. B. Maas and staff.

A weekly seminar that may be taken in addition to PSYCH 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times are available at the second lecture of PSYCH 101.

[PSYCH 111 Brain Mind and Behavior (also BIONB 111 and COGST 111) (I)]

Spring. 3 credits. Letter grades only. No prerequisites. Intended for freshman and sophomores in the humanities and social sciences; seniors not allowed. Not recommended for psychology majors; biology majors may not use the course for credit toward the major. M W F.

Not offered 2002-2003. E. Adkins Regan and R. Hoy.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course enables students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

[PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201) (III)]

Spring. 4 credits. Prerequisite: PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191, Introduction to Cognitive Science. Knowledge of programming languages is not assumed. Limited to 24 students. Disc and demos, M W; lab, M W, plus additional hours TBA. Uris Hall 259. Not offered 2002-2003. D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, electronic mail, and web sites are integral components of the course.

The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings. Students are expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities are available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data is facilitated.]

PSYCH 205 Perception (III)

Spring. 3 credits. Open to all students.

Graduate students, see PSYCH 605. T R. J. E. Cutting.

One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

PSYCH 209 Developmental Psychology (III)

Spring. 4 credits. Graduate students, see PSYCH 709. M W. S. Johnson.

One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The course focuses on the development of perception, action, cognition, language and social understanding in infancy and early childhood.

PSYCH 214 Cognitive Psychology (also COGST 214) (III)

Fall. 3 or 4 credits (the 4-credit option involves some participation in COGST 501/PSYCH 614). Sophomore standing required. Limited to 150 students.

Graduate students, see PSYCH 614. M W F. S. Edelman.

The course serves as a broad overview of problems arising in the study of cognition and of the information-processing, or computational, approaches to solving these problems, in natural and artificial cognitive systems. Theoretical and experimental challenges posed by the understanding of perception, attention and consciousness, memory, thinking, and language are discussed and analyzed. Participants acquire conceptual tools essential for following the current debates on the nature of mind and its relationship to the brain.

PSYCH 215 Psychology of Language (also COGST 215, LING 215) (III)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: any one course in Psychology or Human Development. Graduate students, see PSYCH 715.

T R. M. Christiansen.

This course provides an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the origin of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

PSYCH 223 Introduction to Biopsychology (I:supplementary list)

Fall. 3 credits. M W F 10:10. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. M. J. Owren.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure and function of the nervous system, genetic and biochemical models of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the evolution of social organization.

Introductory courses in social and personality psychology. Each of the following four courses (265, 275, 277, 280) provides an introduction to a major area of study within social and personality psychology. These courses are independent of one another, and none have any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

PSYCH 265 Psychology and Law (III)

Fall. 3 credits. M W F. D. A. Dunning.

This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), and on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

PSYCH 275 Introduction to Personality Psychology (also HD 260) (III)

Spring. 3 credits. Recommended: introductory course in psychology or human development. T R. C. Hazan.

This course is designed as an introduction to theory and research in the area of personality psychology, with special emphasis on personality development. It covers the major influences including genetic, environmental, and gene-environment interactions, and involves in-depth study of the major theories. The assumptions and models of human behavior that form the basis of each theoretical orientation are examined and compared, and the relevant empirical evidence reviewed and evaluated. In addition, basic psychometric concepts and the methods for measuring and

assessing personality are covered, as will the major related debates and controversies.

[PSYCH 277 Social Construction of Gender (also WOMNS 277) (III)]

Fall. 3 credits. Limited to 180 students. T R. Not offered 2002–2003. S. L. Bem.

PSYCH/WOMNS 277 is an interdisciplinary course that addresses two broad questions: How an individual's gender and sexuality constructed? And how are hidden assumptions or "lenses" embedded in our social institutions, cultural discourses, and individual psyches perpetuate male power and oppress women and sexual minorities? Three lenses in particular are emphasized: androcentrism, gender polarization, and biological essentialism. A fundamental assumption of the course is that social science has worried too much about difference per se and too little about how even our most neutral-looking institutions invisibly transform difference into disadvantage. Although some attention is given to biological perspectives, the course emphasizes the cultural and psychological processes whereby the historically contingent comes to appear as the natural. Among some of the many topics discussed are the importance of looking at biology in context, the parental "instinct," androcentrism in law, sexual orientation cross-culturally, egalitarian relationships, gender-liberated child-rearing, and homophobia.]

[PSYCH 280 Introduction to Social Psychology (III)]

Fall. 3 credits. T R. T. D. Gilovich and D. T. Regan.

An introduction to research and theory in social psychology. Topics include social influence, persuasion, and attitude change; social interaction and group phenomena; altruism and aggression; stereotyping and prejudice; and everyday reasoning and judgment.

[PSYCH 282 Community Outreach (also HD 282)]

Fall and spring. 2 credits. Prerequisites: PSYCH 101 or HD 115. Students may not concurrently register with PSYCH 327 or PSYCH 328. Not offered 2002–2003. T. H. Segal.

This course provides students with information and perspectives essential to volunteer field work with human and social service programs in the community. To gain a practical understanding of what mental health professionals do in the workplace, students examine problems that emerge in fieldwork settings which raise ethical, methodological, theoretical, and practical issues in the observation or treatment of clients or patients. Although students are not required to volunteer at a local agency, the instructor will assist students in finding sites that may provide appropriate learning opportunities. A paper, relating current research to issues relevant to community mental health, is due at the end of the course.]

[PSYCH 292 Intelligence (III)]

Spring. 4 credits. Prerequisites: one 200-level course in psychology. M W. Section meetings on Friday. Not offered 2002–2003. U. Neisser.

A scientific overview of the controversial issues that surround intelligence tests and what they measure. Topics include the history of testing, correlates of test scores, alternative approaches to mental ability, genetic and environmental contributions to diversity in

intelligence, effects of schooling, worldwide IQ gains, cultural factors, and group differences.]

PSYCH 305 Visual Perception (also VISST 305) (III)]

Fall. 4 credits. Limited to 25 students. Prerequisite: PSYCH 205 or permission of instructor. M W F. J. E. Cutting.

A detailed examination of pictures and their comparison to the real world. Linear perspective in Renaissance art, photography, cinema, and video are discussed in light of contemporary research in perception and cognition.

[PSYCH 311 Introduction to Human Memory (III)]

Spring. 3 credits. Limited to 40 students. Some familiarity with statistical methods and experimental design and with the study of cognition is desirable. Graduate students, see PSYCH 611. T R. Not offered 2002–2003. Staff.

This course offers an overview of experimental findings and theoretical issues in the study of human memory. Coverage includes topics such as the nature of memory, various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of memory, and memory dysfunction and its relation to normal memory.]

PSYCH 313 Problematic Behavior in Adolescence (also HD 313) (III)]

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101; HD 216 recommended. M W. J. Haugaard.

This course explores several problematic behaviors of adolescence, including depression, drug abuse, eating disorders, and delinquency. Various psychological, sociological, and biological explanations for the behaviors are presented. Appropriate research is reviewed; treatment and prevention strategies are explored. An optional discussion section is available to students who would like an opportunity to discuss readings and lectures in greater depth.

[PSYCH 316 Auditory Perception (III)]

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: PSYCH 205, 209, 214 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Graduate students, see PSYCH 716. M W. Not offered 2002–2003. C. L. Krumhansl.

A course that covers the major topics in auditory perception including: physics of sound; structure and function of the auditory system; perception of loudness, pitch, and spatial location, with applications to speech production and perception; and music and environmental sounds.]

PSYCH 322 Hormones and Behavior (also BIONB 322) (I)]

Fall. 3 credits. Two lectures plus a section in which students read and discuss original papers in the field, give an oral presentation, and write a term paper. Limited to juniors and seniors. Prerequisites: any one of the following: (a) PSYCH 223, (b) BIONB 221, (c) BIONB 222, or (d) one year of introductory biology plus a course in psychology. Letter grade only. Graduate students see PSYCH 722. M W F. E. Adkins Regan.

The major focuses of the course are comparative and evolutionary approaches to the study of the relationship between reproductive hormones and sexual behavior in vertebrates, including humans. Also included are hormonal contributions to parental behavior, aggression, stress, learning and memory, and biological rhythms.

PSYCH 324 Biopsychology Laboratory (also BIONB 324) (I)]

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: PSYCH 223 or BIONB 221 or 222, and permission of instructor. T R. T. J. DeVoogd.

Experiments designed to provide experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

[PSYCH 325 Adult Psychopathology (also HD 370) (III)]

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: any one course in Psychology or Human Development. M W. Not offered 2002–2003. Staff.

A research-based introduction to the biological, psychological, and social (including cultural and historical) aspects of adult psychopathology. The major mental illnesses are covered, including (among others) schizophrenia, mood disorders, anxiety disorders, and personality disorders. Childhood disorders are not covered.]

PSYCH 326 Evolution of Human Behavior (I:supplementary list)

Spring. 4 credits. Prerequisite: PSYCH 223, or an introductory biology course, or an introductory anthropology course. Graduate students, see PSYCH 626. T R. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered vary but include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, nonverbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, and warfare.

PSYCH 327 Field Practicum I (also HD 327) (III)]

Fall only. 3 credits. Prerequisites: PSYCH 325 or HD 370 (or taken concurrently), and permission of instructor. No S-U grades. Enrollment is limited to 30 students. Fee: \$25 each semester. Enrolled students must commit to taking PSYCH 328 in the spring semester. No S-U option. M W. H. Segal.

This course is composed of three components which form an intensive undergraduate field practicum. First, students spend three to six hours a week at local mental health agencies, schools, or nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff. Second, Cornell faculty provide additional weekly educational supervision for each student. Third, seminar meetings cover issues of adult and developmental psychopathology, clinical technique, case studies, and current research issues. Students write two short papers, two final take-home exams, and present an account of their field experience in class.

PSYCH 328 Field Practicum II (also HD 328) (III)

Spring. 3 credits. Prerequisites: PSYCH 327 taken the previous term, PSYCH 325 or HD 370 (or taken concurrently), permission of instructor. No S-U grades.

Enrollment is limited to 30 students. Fee: \$25 each semester. M W. H. Segal.

This course continues the field practicum experience from PSYCH 327. Students spend three to six hours a week at local mental health agencies, schools, or skilled nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff.

PSYCH 330 Introduction to Computational Neuroscience (also BIONB 330)

Fall. 3 credits. Limited to 25 students. Prerequisites: BIONB 222 or permission of instructor. S-U Grades Optional. Lecs T R 2:55–4:10. Offered alternate years.

C. Linster.

This course will cover the basic ideas and techniques involved in computational neuroscience. The course surveys diverse topics including: neural dynamics of small networks of cells, neural coding, learning in neural networks and in brain structures, memory models of the hippocampus, sensory coding and others.

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328) (I)

Spring. 3 credits. Prerequisites: 1 year of biology and either a biopsychology class or BIONB 222. Limited to 60 students.

Graduate students, see PSYCH 632. M W F. T. J. DeVoogd.

This course surveys the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings are from primary literature.

PSYCH 340 Autobiographical Memory

Spring. 3 credits. Limited to 20 students. Prerequisites: any one course in psychology or human development. M W. U. Neisser.

Much recent research has focused on people's ability to remember—and often to misremember—their own life experiences. This course will review that research, including such topics as "flashbulb" memories, "childhood amnesia," the development of memory in children, cultural differences, the "false memory syndrome," eyewitness testimony, prospective memory, sex differences, recall of school learning, the amnesic syndrome, and the relation between memory and self.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342 and VISST 342) (III)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of instructor. PSYCH 205 strongly recommended. Graduate students, see PSYCH 642. T R. D. J. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course considers a number of

applied aspects of human perception with an emphasis on the display of visual information. Topics covered include: "three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

PSYCH 347 Psychology of Visual Communications (also VISST 347) (III)

Spring. 3 credits. Limited to 15 students.

Prerequisites: PSYCH 101 and permission of instructor. R. J. B. Maas.

An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photography and computer graphics to deliver educational messages.

PSYCH 350 Statistics and Research Design (II)

Fall. 4 credits. Limited to 120 students. M W F. T. D. Gilovich.

Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and, more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)

Fall. 3 credits. Limited to 50 students in psychology and 50 students in nutritional sciences. Prerequisites: an introductory biology course and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. M W F. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences are integrated. Topics include: the psychobiology of learning and memory; nutritional influences on behavior/cognition (e.g., sugar, food additives, choline); cognitive dysfunction (e.g., amnesia, Alzheimer's disease); developmental exposure to environmental toxins and drugs of abuse; and psychiatric disorders (depression, eating disorders).

PSYCH 380 Social Cognition (III)

Fall. 4 credits. Limited to juniors and seniors. Prerequisites: PSYCH 280. M W F. M. Ferguson.

What are the causes and consequences of our own and other's judgments, feelings, attitudes, and behaviors? This course introduces students to social cognition, which is a research perspective that uses both cognitive and social psychological theories and methodologies to explain such social phenomena.

[PSYCH 396 Introduction to Sensory Systems (also BIONB 396) (I)]

Spring. 4 credits. Limited to 25 students.

Prerequisites: an introductory course in biology or biopsychology, plus a second course in behavior, biopsychology, cognitive science, neuroscience, or perception. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years, not offered 2002–2003. Class meetings, M W F. B. P. Halpern.

This course covers both those characteristics of sensory systems that are common across living organisms and those sensory properties that represent adaptations of animals to particular habitats, environments, or niches. The principles and limitations of major methods used to examine sensory systems are considered. Emphasis is on somesthetic, visual, and auditory systems. This course will be taught using the Socratic method, in which the instructor asks questions of the students. Students are assigned original literature in the form of printed or electronic journal articles or reviews and are expected to come to each class having read, thought about, and prepared to discuss the assigned readings and other assigned information resources. A course packet of reproduced articles, textbooks, a course web site, and Internet sites are used. Students submit brief analyses of, and comments and questions on, all assignments by email to the course's electronic mailing list a day before each class meeting. The mailing list distributes submissions to all members of the class and to the instructor. In addition to these brief tri-weekly written exercises, a web site or a term paper on a topic germane to the course is required. All examinations are in take-home format. At the level of *From Sound to Synapse* by C. D. Geisler; *The Retina*, by J. E. Dowling. courseinfo.cit.cornell.edu/courses/psych_nbb_396/

[PSYCH 401 Theoretical Approaches to Psychopathology and Treatment (III)]

Fall. 3 credits. Limited to 20 students.

Prerequisites: PSYCH 281 or 325. TBA. Not offered 2002–2003. Staff.

This course is designed to provide students with an overview of theoretical approaches to psychopathology and psychotherapy. It also aims to develop students' capacities to think in theoretical terms about psychological practice. We examine the theoretical and pragmatic features of major contemporary models of psychotherapy and explore the conceptual traditions on which they draw. Observation of the work of children and adolescents, audio-visual demonstrations, case presentations and discussions are included to advance students' understanding of the application of theory to practice. At the end of the course, students should be prepared to take a particular case and discuss the theoretical, practice, and research issues it raises, including intervention strategies. This course is not intended to provide students simply with an understanding of methods. It is organized around theory, research, and practice relevant to the treatment of several of the Disorders of Infancy and Childhood as well as specific disorders of Adults on Axis I and Axis II of DSM IV. Special attention is given to the work of: Daniel Stern, M.D. and Otto Kernberg, M.D.—Psychoanalytic revisionists; Lorna Benjamin, Ph.D.—Interpersonal Theory; Aaron Beck, M.D.—Cognitive Theory; and Marsha Linehan, Ph.D.—Behavioral and Cognitive-Behavioral Treatment.]

[PSYCH 402 Current Research on Psychopathology: Depression (III)]

Spring. 4 credits. Limited to 20 students.

Prerequisite: PSYCH 325 or HD 370 and permission of the instructor. M. Not offered 2002–2003. Staff.

Current research and theory on the nature and etiology of depression. Approaches from

various perspectives (biological, psychological, socio-cultural) are considered. Minimal attention given to psychotherapy and symptomatology.]

[PSYCH 404 Psychopathology and the Family (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of the instructor. M. Not offered 2002–2003. Staff.

This course explores familial influences on the development of abnormal behavior. It examines how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, psychopathy, and psychosomatic illnesses. Emphasis is placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course also discusses how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques are also examined.]

[PSYCH 410 Undergraduate Seminar in Psychology]

Fall or spring. 2 credits. Nonmajors may be admitted, but psychology majors are given priority. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

[PSYCH 412 Laboratory in Cognition and Perception (III)]

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and 1 course in cognition or perception is recommended. Graduate students, see PSYCH 612. Not offered 2002–2003. M W. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students take part in a number of classic experiments and develop at least one independent project. Computers are available and used in many of the experiments although computer literacy is not required. Projects are selected from the areas of visual perception, pattern recognition, memory, and concept learning.]

[PSYCH 413 Information Processing: Conscious and Nonconscious (III)]

Spring. 4 credits. Prerequisites: at least 1 course in human experimental and permission of instructor; PSYCH 350 or equivalent will be useful for evaluating empirical articles. R. Not offered 2002–2003. Staff.

In the past decade, a not-so-quiet revolution has been taking place in the field of cognition regarding the problem of conscious mental computation. Data have come from patients with striking neuropsychological syndromes, i.e., the phenomenon of “blindsight” and the “amnesic” syndrome. This signature of independent mental computations has also been amply demonstrated in normal individuals in laboratory settings. We critically evaluate the theoretical worth and empirical justification of the distinction between “conscious” and “nonconscious” mental computations in normal and patient populations. Weekly readings are from, but not limited to, topics such as visual processes, face recognition, explicit and implicit memory, language processing and social cognition. Students are

required to: lead and partake in advanced level discussions of classic and current papers; submit weekly summaries of the assigned readings; and write a term paper on a topic of their interest. Students should be prepared to read extensively.]

[PSYCH 414 Comparative Cognition (also COGST 414) (III)]

Spring. 3 or 4 credits. The 4-credit option involves an annotated bibliography or creating a relevant web site. Prerequisites: PSYCH 205, 209, 214, 223, 292 or permission of instructor. Graduate students, see PSYCH 714. T R. M. J. Owren.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals’ thinking. Specific topics may include whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a “window on the mind” plays a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates is a specific focus throughout. The course is a mix of lecture and discussion, emphasizing the latter as much as possible.

[PSYCH 415 Concepts, Categories, and Word Meanings (III)]

Fall. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Graduate students, see PSYCH 615. M. Not offered 2002–2003. Staff.

A consideration of what types of categories are psychologically important, how they are represented and used through concepts, and how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.]

[PSYCH 416 Modeling Perception and Cognition (also COGST 416) (III)]

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Graduate students, see PSYCH 616. M W F. Not offered 2002–2003. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis is placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course covers computational accounts of language processing, language acquisition, visual perception, and visual development, among other topics. Students complete a final project that applies a

computational model to some perceptual/cognitive phenomena.]

[PSYCH 417 The Origins of Thought and Knowledge (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Graduate students, see PSYCH 717. M W. Not offered 2002–2003. S. Johnson.

An in-depth analysis of current theories concerning the growth of thought and knowledge in infancy and early childhood. This course addresses the following questions: How do infants come to understand the objects and events they experience? What are the best methods for assessing development of perception, cognition, and language? How do developing perceptual, cognitive, and language skills constrain object perception? What are the applications of research on early perceptual and cognitive development to such fields as robotics and artificial intelligence?]

[PSYCH 418 Psychology of Music (III)]

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. The course is intended for upper-level students in music, psychology, engineering, computer science, linguistics, physics, anthropology, biology, and related disciplines. Some music background is desirable but no specific musical skills (e.g. reading music) are required. Graduate students, see PSYCH 618. M W. C. L. Krumhansl.

A course that covers the major topics in the psychology of music treated from a scientific perspective. It reviews recent developments in the cognitive science of music, beginning with music acoustics and synthesis, and extending to music and its emotional and social effects.

[PSYCH 419 Neural Networks Laboratory]

Spring. 4 credits. Prerequisites: at least 1 course in biology or biological psychology, 1 year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see PSYCH 619. T R. Not offered 2002–2003. D. J. Field.

The course takes a hands-on approach to understanding the limitations and successful applications of neural networks to problems in cognitive and biological psychology. A variety of neural network architectures are discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation are emphasized. We consider the class of problems that different networks can solve and consider the accuracy with which they model real nervous systems. Students complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.]

[PSYCH 422 Developmental Biopsychology]

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see PSYCH 622. M W F. Not offered 2002–2003. B. L. Finlay.

We discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include: how neurons are generated, finding targets, and establishing connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development

of perception, memory, and communication systems; and abnormal development.]

[PSYCH 424 Neuroethology (also BIONB 424) (I)]

Spring. 4 credits. Prerequisites: BIONB 221 or 222 or BIOG 101-102 and permission of instructor. S-U grades optional. M W F; disc, 1 hour each week. Not offered 2002-2003. C. D. Hopkins.

Neuroethologists take a comparative and evolutionary approach to study the nervous system. They ask, how do brains of animals compare and how did they come about through the process of evolution? How are neural circuits adapted to species-typical behavior? What is the hope and interest in the study of a large diversity of animals, compared to a specialized look at just a few mammalian species? Can we hope to understand how animals with specialized behaviors have specialized nervous systems? What is the sensory world of a real animal and how does it vary from species to species? These and other questions drive this introductory survey of neuroethology: exitic senses; amazing motor programs; surprising integration.]

[PSYCH 425 Cognitive Neuroscience

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see PSYCH 625. M W F. Not offered 2002-2003. B. L. Finlay.

We study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition is stressed. The course focuses on issues in cognitive neuroscience including: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, social interaction and consciousness.]

PSYCH 428 Connectionist Psycholinguistics (also COGST 428) (III)

Fall. 3 credits. Seniors status or permission of instructor. Graduate students see PSYCH 628. W. M. Christiansen.

Connectionist psycholinguistics involves using (artificial) 'neural' networks, which are inspired by brain architecture, to model empirical data on the acquisition and processing of language. As such, connectionist psycholinguistics has had a far-reaching impact on language research. In this course, we survey the state of the art of connectionist psycholinguistics, ranging from speech processing and word recognition, to inflectional morphology, sentence processing, language production and reading. An important focus of discussion is the methodological and theoretical issues related to computational modeling of psychological data. We furthermore discuss the broader implications of connectionist models of language, not only for psycholinguistics, but also for computational and linguistic perspectives on language.

[PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429) (I)]

Fall. 3 or 4 credits (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Graduate students, see PSYCH 629. T R. Not offered 2002-2003. B. P. Halpern.

The structural and functional characteristics of olfaction and taste are explored by reading and discussing current literature in these areas. Structure is examined at the light levels of electron microscopes as well as at the molecular level. Function is primarily neurophysiological and biochemical aspects. The emphasis is on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there is some coverage of invertebrate forms. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.]

PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421) (I)

Fall. 3 or 4 credits. The 4-credit option involves a term paper or creation of a relevant web site. Limited to 25 students. Prerequisites: an introductory course in biology or psychology, plus a second course in perception, neurobiology, cognitive science, or biopsychology. T R. B. P. Halpern.

A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, visual, auditory, and chemosensory systems. Emphasis is on human data, with nonhuman information included when especially relevant. Quality of Life issues are included. Current developments in human sensory prosthetic devices, and in regeneration or replacement of receptor structures or organs are examined. Brief written statements by e-mail of questions and problems related to each set of assigned readings are required in advance of each class meeting and are automatically distributed to all members of the class. This course is taught using the Socratic Method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with the subject matter of the course. Readings are from the Course Info site, courseinfo.cit.comell.edu/courses/psych431_nbb421/, from Internet sites, from a course packet, and from materials on reserve. Students are expected to come to each class having already done and thought about the assigned readings, and to take an active part in every class. All examinations are take-home.

[PSYCH 435 Olfaction, Pheromones, and Behavior (III)]

Fall. 4 credits. Prerequisites: an introductory course in biology and one in neurobiology and behavior or biopsychology or a 300-level course in biopsychology or permission of instructor. Not offered 2002-2003. R. Johnston.

This course covers chemical signals, olfaction, and behavior in vertebrates (including humans), as well as the neurobiology of

olfaction and odor-mediated behaviors.

Behavioral topics may vary from year to year but include evaluation of and advertisement for mates, aggression and territorial behavior, parental-young interactions, social recognition (species, sex, individual, kin reproductive state, status), memory for odors, odor and endocrine interactions, imprinting, and homing and navigation. Basic aspects of the structure and function of the olfactory system and also covered, including the molecular biology of chemo-reception, olfactory coding, and higher-order processing in the central nervous system. The format includes lectures, discussions, and student presentations.]

PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436) (III)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll under HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. T R. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "Universal Grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available. (See COGST 450/LING 450 and PSYCH 437.)

PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450) (In conjunction with COGST/HD/LING 436, Language Development)

Spring. 2 credits. R. B. Lust.

This laboratory course is an optional supplement to the survey course, Language Development (HD/COGST/PSYCH/LING 436). The lab course provides students with a hands-on introduction to scientific research, including design and methods, in the area of first language acquisition.

PSYCH 440 The Brain and Sleep

Fall. 4 credits. Prerequisites: at least PSYCH 223 or BIONB 221. An additional course in biology, biopsychology or neurobiology is recommended. S-U grades optional. Graduate students, see PSYCH 640. M W. H. S. Porte.

Taking a comparative evolutionary perspective, this course examines the neural events that instigate, maintain, and disturb the states and rhythms of sleep in various species. Emphasizing human data where possible, special topics include sleep deprivation and the biological functions of sleep; sleep's putative role in learning and memory; biologically interesting deviations from normal sleep; and the cognitive neuroscience of sleep.

PSYCH 441 Laboratory in Sleep Research

Spring. 4 credits. Prerequisite: permission of the instructor during preregistration. Laboratory fee: \$50. Graduate students, see PSYCH 641. W. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces students to the laboratory study of human sleep and its psychological correlates. Serving as both experimenter and subject, each student learns the physical rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using computerized data analysis, students complete weekly laboratory reports and a collaborative term project. Sleep recordings are done during the day or evening when possible. In addition, overnight recording sessions are required.

[PSYCH 450 Gender and Clinical Psychology (also PSYCH 650, WOMNS 450, WOMNS 650) (III)]

Fall. 4 credits. Limited to 15 juniors, seniors, and graduate students. Prerequisites: (1) junior, senior or graduate standing, with preference given to psychology majors and women's studies majors; (2) a prior course related to psychopathology (preferably PSYCH 325/HD 370); and (3) a prior course related to gender and/or sexuality. Permission of instructor required through an application process during the preceding spring semester. Graduate students, see PSYCH 650/WOMNS 650. Letter grade only. W. Not offered 2002–2003. S. L. Bem.

This advanced undergraduate/graduate seminar takes up several interrelated topics at the intersection of clinical psychology and gender/sexuality. Possible topics include, among others, trauma, personality disorders, and psychiatry's troubled history in the domain of gender/sexuality. Course requirements generally include weekly informal written commentaries on the readings, a final essay examination, and your choice of either a term paper or a class presentation.]

PSYCH 460 Human Neuroanatomy (also BIONB 420, sec 02) (I or III)

Spring. 3 or 4 credits (4 credits with one discussion/lab per week in which students dissect sheep brains, read original research papers and write a term paper). Prerequisites: PSYCH 223, or BIONB 222, or permission of the instructor. Permission required for 4-credit option. Limited to juniors, seniors and graduate students. S-U grades and auditing not permitted. Lecs, M W F; discussion section to be arranged. S. Newman.

Neuroanatomy is the substrate for the functional organization of the human nervous system. This course introduces the brain nuclei and major connecting pathways of functional neural systems: sensory, motor, and integrative. Our understanding of the functions of these systems is based in part on their dysfunction, on the symptoms of neurological and psychiatric diseases that damage or inactivate selected pathways. This course highlights neuroanatomical pathways and networks that are known, or hypothesized, to be dysfunctional in a variety of nervous system disorders.

PSYCH 465 Topics in High-Level Vision (also COGST 465 and COM S 392) (III)

Spring. 4 credits. Graduate students see PSYCH 665. Offered alternate years. S. Edelman.

High-level vision is a field of study concerned with functions such as visual object recognition and categorization, scene understanding, and reasoning about visual structure. It is an essentially cross-disciplinary endeavor, drawing on concepts and methods from neuroanatomy and neurophysiology, cognitive psychology, applied mathematics, computer science, and philosophy. The course concentrates on a critical examination of a collection of research publications, linked by a common thread, from the diverse perspectives offered by the different disciplines. Students write bi-weekly commentaries on the assigned papers and a term paper integrating the material covered in class.

PSYCH 470 Undergraduate Research in Psychology

Fall or spring. 1–4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Staff. Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

PSYCH 471 Advanced Undergraduate Research in Psychology

Fall or spring. 1–4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Staff. Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of PSYCH 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in PSYCH 470.

PSYCH 472 Multiple Regression

Spring, weeks 1–7. 2 credits. Prerequisite: 1 solid semester of introductory statistics. Analysis of variance is helpful but not required. M W F. R. B. Darlington. Course covers uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis is on analyzing data collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken R^2 , suppressors, hierarchical analysis, overcontrol, and experimental design. Students may use the Mstat, Minitab, SPSS, or Systat statistics packages.

PSYCH 473 General Linear Model

Spring, weeks 8–14. 2 credits. Prerequisite: PSYCH 472 or equivalent. M W F. R. B. Darlington. Course topics include multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Student may use Mstat, Minitab, SPSS or Systat.

[PSYCH 475 Multivariate Analysis of Psychological Data]

Fall. 2 credits. Prerequisite: PSYCH 473 or permission of instructor. R. Not offered 2002–2003. R. B. Darlington.

Students vote on topics to cover, choosing among time series, cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, ANOVA with empty cells, meta-analysis, and other topics. First class sketches all these topics before vote.]

PSYCH 481 Advanced Social Psychology (III)

Fall. 4 credits. Limited to 15 students, by application. Senior psychology majors have priority. Graduate students, see PSYCH 681. T R. D. T. Regan.

Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings are mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, dramaturgy and impression management, and evolutionary perspectives.

PSYCH 489 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 689/ WOMNS 488/688) (III)

Fall. 4 credits. Prerequisites: admission is by application during the spring preregistration period for the fall semester. Seniors and graduate students are given priority. M. D. J. Bem.

This course in cultural analysis examines the properties of beliefs and attitudes, how they are formed and changed, the psychological functions they serve, and how they get organized into ideologies. Several specific issues involved in America's "culture wars" are examined, such as abortion, gender, sexual orientation, and affirmative action. Other topics include the culture of childhood, deaf culture, and the ideologies of science. Participants write weekly commentaries on the readings and a term paper examining a particular ideology.

PSYCH 491 Research Methods in Psychology

Spring. 4 credits. Enrollment limited to 20 students. Recommended: permission of instructor, PSYCH 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see PSYCH 691. T R. D. A. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we also discuss what makes a research study actually interesting. The course in addition, covers test construction, survey methods, and "quasi experiments." Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

PSYCH 492 Sensory Function (also BIONB 492, VISST 492) (I)

Spring. 4 credits. Limited to 25 students. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or equivalent. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Graduate students, see PSYCH 692. Offered alternate years. M W F. B. P. Halpern and H. C. Howland.

In general, this course has covered classical topics in sensory function such as vision, hearing, touch, and balance, as well as some more modern topics like sensory processing, location of stimulus sources in space, the development of sensory system, and nonclassical topics such as electroreception and internal chemoreceptors.

Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office (211 Uris Hall). The following courses may be offered either term and carry four credits unless otherwise indicated.

PSYCH 510-511 Perception**PSYCH 512-514 Visual Perception****PSYCH 518 Topics in Psycholinguistics****PSYCH 519-520 Cognition****PSYCH 521 Psychobiology (Developmental Seminar)****PSYCH 522 Topics in Perception and Cognition****PSYCH 523 Hormones and Behavior****PSYCH 527 Topics in Biopsychology****PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)**

Spring. 4 credits. Graduate seminar. Prerequisites: a course each in cognitive psychology, linguistics, computer science, or permission of instructor. Enrollment limited to 20 graduate students. Offered alternate years. S. Edelman.

The seminar concentrates on the nature of the representation of visual objects and scenes in the brain and compare it with the structural framework that serves as the main explanatory tool in current theories of language processing. Data and ideas are drawn from visual psychophysics, neurophysiology, psycholinguistics, computational vision and linguistics, and philosophy. Students present published research papers and preprints, which are then discussed and critiqued.

PSYCH 531 Topics in Cognitive Sciences (also COGST 531 and LING 531)

Spring. 4 credits. S. Edelman and H. Segal. **Spring 2003: Mind and Reality in Science Fiction.** What does it mean to be a mind? How is a mind affected by its embodiment? by the body's immersion in the world? by not having a body in the first place, or not any longer? Is the world out there what it seems?

Is there a world out there? Profound thinking about, and sometimes disturbing insights into, the nature of the human mind and its relationship to reality are found in the writings of a handful of visionaries to be discussed in this course. Readings will be selected from the works of Jorge Luis Borges, Philip K. Dick, Greg Egan, Ursula LeGuin, Stanislaw Lem, Richard Powers, Arkady and Boris Strugatzky, Vernor Vinge, Connie Willis, and others. For more information, see <http://kybele.psych.cornell.edu/~edelman/Cog-531-Spring-2003>.

PSYCH 535 Evolutionary Perspectives on Behavior**PSYCH 541 Statistics in Current Psychological Research****PSYCH 550 Special Topics in Cognitive Science**

Spring. 4 credits. Not offered 2002-2003. M. Spivey.]

PSYCH 580 Experimental Social Psychology**PSYCH 600 General Research Seminar**

Fall or spring. No credit.

[PSYCH 601 Computational Models of Language

Spring. 4 credits. Prerequisites: consent of instructor. R. Not offered 2002-2003. M. Spivey.

This seminar involves in-depth discussion of a range of computational approaches to language representation, processing, and acquisition. We cover phrase-structure grammars, context-free grammars, connectionist models, statistical natural language processing, and dynamical systems, to name just a few. There is also some hands-on experience writing models in a computer lab using the MATLAB programming environment.]

PSYCH 605 Perception (also PSYCH 205)

Spring. 4 credits. Non-arts graduate students only. T R. J. E. Cutting.

[PSYCH 607 Chemosensory Perception (also PSYCH 307)

Fall. 4 credits. T R. Not offered 2002-2003. B. P. Halpern.]

[PSYCH 611 Introduction to Human Memory (also PSYCH 311)

Spring. 4 credits. T R. Not offered 2002-2003. Staff.]

[PSYCH 612 Laboratory in Cognition and Perception (also PSYCH 412)

Spring. 4 credits. M W. Not offered 2002-2003. D. J. Field.]

PSYCH 613 Obesity and the Regulation of Body Weight (also NS 315)

Spring. 3 credits. Limited to 30 students. Prerequisites: 1 course in psychology and 1 course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. T R. D. A. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.

PSYCH 614 Cognitive Psychology (also PSYCH 214)

Fall. 4 credits. M W F. S. Edelman.

[PSYCH 615 Concepts, Categories, and Word Meaning (also PSYCH 415)

Fall. 4 credits. M. Not offered 2002-2003. Staff.]

[PSYCH 616 Modeling Perception and Cognition (also PSYCH 416 and COGST 416)

Spring. 4 credits. Not offered 2002-2003. M. Spivey.]

PSYCH 618 Psychology of Music (also PSYCH 418)

Spring. 4 credits. M W. C. Krumhansl.

[PSYCH 619 Neural Networks Laboratory (also PSYCH 419)

Spring. 4 credits. T R. Not offered 2002-2003. D. J. Field.]

[PSYCH 622 Developmental Biopsychology (also PSYCH 422)

Fall. 4 credits. M W F. Not offered 2002-2003. B. L. Finlay.]

[PSYCH 625 Cognitive Neuroscience (also PSYCH 425)

Fall. 4 credits. M W F. Not offered 2002-2003. B. L. Finlay.]

PSYCH 626 Evolution of Human Behavior (also PSYCH 326)

Spring. 4 credits. T R. R. E. Johnston.

PSYCH 628 Connectionist Psycholinguistics (also PSYCH 428)

Fall. 4 credits. W. M. Christiansen.

[PSYCH 629 Olfaction and Taste: Structure and Function (also PSYCH 429 and BIONB 429)

Spring. 4 credits. T R. Not offered 2002-2003. B. P. Halpern.]

PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and BIONB 421)

Fall. 4 credits. T R. B. P. Halpern.

PSYCH 632 Biopsychology of Learning and Memory (also PSYCH 332 and BIONB 328)

Spring. 4 credits. M W F. T. J. DeVoogd.

PSYCH 640 The Brain and Sleep (also PSYCH 440)

Fall. 4 credits. M W. H. S. Porte.

PSYCH 641 Laboratory in Sleep Research (also PSYCH 441)

Spring. 4 credits. W. H. S. Porte.

PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and COGST 342)

Fall. T R. D. J. Field.

PSYCH 650 Gender and Clinical Psychology (also PSYCH 450 and WOMNS 450 and 650)

Fall. 4 credits. W. S. L. Bem.

PSYCH 665 Topics in High-Level Vision (also PSYCH 465, COGST 465, and COM S 392)

Spring. 4 credits. S. Edelman.

PSYCH 681 Advanced Social Psychology (also PSYCH 481)

Fall. 4 credits. T R. D. T. Regan.

PSYCH 689 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 489)

Fall. 4 credits. M. D. J. Bem.

PSYCH 691 Research Methods in Psychology (also PSYCH 491)

Spring. 4 credits. T. R. D. A. Dunning.

PSYCH 692 Sensory Function (also PSYCH 492 and BIONB 492)

Spring. 4 credits. M. W. F. B. P. Halpern and H. C. Howland.

[PSYCH 696 Introduction to Sensory Systems (also PSYCH 396 and BIONB 396)]

Spring. 4 credits. M. W. F. Not offered 2002–2003. B. P. Halpern.]

PSYCH 700 Research in Biopsychology**PSYCH 709 Developmental Psychology (also PSYCH 209)**

Spring. 4 credits. M. W. S. Johnson.

PSYCH 710 Research in Human Experimental Psychology**PSYCH 713 Information Processing: Conscious and Nonconscious (also PSYCH 413)**

Spring. 4 credits. R. Staff.

PSYCH 714 Comparative Cognition (also PSYCH 414 and COGST 414)

Spring. 4 credits. T. R. M. J. Owen.

PSYCH 715 Psychology of Language (also PSYCH 215)

Spring. 4 credits. T. R. M. Christiansen.

[PSYCH 716 Auditory Perception (also PSYCH 316)]

Fall. 4 credits. M. W. Not offered 2002–2003. C. L. Krumhansl.]

[PSYCH 717 The Origins of Thought and Knowledge (also PSYCH 417)]

Fall. 4 credits. M. W. Not offered 2002–2003. S. Johnson.]

PSYCH 720 Research in Social Psychology and Personality**PSYCH 722 Hormones and Behavior (also PSYCH 322 and BIONB 322)**

Fall. 4 credits. M. W. F. E. A. Regan.

PSYCH 775 Proseminar in Social Psychology I

Fall. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience, etc., are covered.

PSYCH 776 Proseminar in Social Psychology II

Spring. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course emphasizes social cognition, but other topics, such as group dynamics, social influence, the social

psychology of language, and emotional experience are covered.

PSYCH 900 Doctoral Thesis Research in Biopsychology**PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology****PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality****Summer Session Courses**

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses are offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry**PSYCH 102 Introduction to Cognitive Science****PSYCH 128 Introduction to Psychology: Personality and Social Behavior****PSYCH 199 Sports Psychology****PSYCH 223 Introduction to Biopsychology****PSYCH 280 Introduction to Social Psychology****PSYCH 350 Statistics and Research Design****QUECHUA**

See Romance Studies.

RELIGIOUS STUDIES MAJOR

J. M. Law, director; B. Adams, C. M. Arroyo, D. Boucher, R. Brann, R. G. Calkins, C. M. Carmichael, K. Clinton, W. T. Dickens, J. Fajans, D. Fredericksen, D. Gold, S. Greene, K. Haines-Eitzen, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, J. J. John, C. V. Kaske, W. J. Kennedy, S. MacDonald, D. Mankin, K. S. March, C. Minkowski, R. L. Moore, D. I. Owen, J. R. Piggott, D. S. Powers, G. Rendsburg, J. S. Rusten, P. S. Sangren, D. R. Shanzer, S. Toorawa, M. Washington

The Religious Studies Program, an academic unit providing a major in the scholarly study of religion through the College of Arts and Sciences, offers a wide variety of courses. In addition to courses addressing with various approaches to and topics in the study of religion, we have integrated curricula within our program for in-depth studies of Judaism, Christianity, the Hindu tradition, and Buddhism. We also offer an increasing number of courses on Islam.

The Religious Studies Program is designed to meet the needs of three classes of students:

(1) students planning to pursue advanced degrees in the academic study of religion or allied disciplines or subdisciplines (history of religions, religion and literature, religion and psychology, ethics, theology, area studies, etc.); (2) students seeking courses on topics relating to religion to fulfill distribution requirements; and (3) those students desiring a more systematic exposure to the academic

study of religion as a significant component of their liberal arts experience. To all students, our program offers an excellent opportunity to develop a deeper understanding and appreciation of the complex ways in which religious traditions, with their individual, communal, and doctrinal dimensions inform human thought and behavior. The courses offered through our program are built on the established scholarly tradition of the study of religion as an academic, as opposed to confessional, pursuit. Religious traditions are explored in all of their complexity through comparative, contextual (in specific historical or cultural contexts), and thematic studies.

The program also hosts lecture series, conferences, symposia, and periodic social gatherings for faculty and students throughout the academic year to foster a sense of intellectual community among our students and faculty.

The Major in Religious Studies

Signing into the major: To sign into the major in Religious Studies, a student must have completed at least one course in Religious Studies prior to scheduling an appointment with the program director. Here is the process:

- 1) Schedule an appointment with Professor Jane-Marie Law, Director of Religious Studies; please contact her by e-mail: jml16@cornell.edu.
- 2) In addition to a copy of your current Cornell transcript (the informal one you regularly receive is acceptable), please bring to your meeting with Professor Law all of these forms, which are available in the Religious Studies office:
 - a) a completed Religious Studies Major Application Form (available in Rockefeller 182)
 - b) a proposed "Course of Study," which will be used as a guide in your conversation with the director and revised for formal submission to the program upon your entrance as a major
 - c) a College of Arts & Sciences Adviser/Major form which will be signed by the director and your adviser.

Advising in the Religious Studies Program:

Upon entering the major in Religious Studies, a student is assigned a faculty adviser whose area of expertise most closely matches the proposed interest of the student. An up-to-date approved adviser list is available in the Religious Studies office. Please note that not all faculty who cross-list courses with RELST can serve as an RELST adviser. Working closely with one's RELST adviser when selecting courses is an important component of this program, enabling students to fulfill the requirements for the major while creating an integrated and coherent course of study out of our large number of multidisciplinary course offerings.

To graduate as a major in Religious Studies, a student must (1) complete with letter grades the program's three core courses, RELST 250 "Introduction to Asian Religions," RELST 251 "Introduction to Judaism, Christianity and Islam," and RELST 449 "History and Methods of the Academic Study of Religion"; and (2) complete with letter grades seven additional courses approved for the major, at least four

of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's seven additional courses are to be selected to ensure some familiarity with two or more different religions, religious traditions, or religious phenomena. These courses may be at the introductory or advanced levels. For example, "Introduction to Asian Religions" (RELST 250, also ASIAN 250) might lead a student to take "Tibetan Buddhism" (RELST 400, also ASIAN 400), and then to combine these with two courses on Judaism, "Introduction to Ancient Judaism" (RELST 244, also NES 244/JWST 244) and "Hebrew Bible and Arabic Qur'an in Comparative Perspective" (RELST 299 also NES 299/JWST 299/COML 299). Or a student might take four unrelated courses such as "Introduction to Christian History" (RELST 295 also NES 295/JWST 295/HIST 299), "Religion and Reason" (RELST 262 also PHIL 263), "Myth, Ritual, and Symbol" (RELST 320 also ANTHR 320), and "Muhammad and the Mystics" (RELST 254 also NES 250/COML 250) to gain a sense of the range of intellectual activity associated with the academic study of religious traditions and religious practices.

(2b) At least two of these seven additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religions, religious traditions, or religious phenomena. In the first illustrative case described above, the student might combine "The Religious Traditions of India" (RELST 351 also ASIAN 351) with "Tantric Traditions" (RELST 347, also ASIAN 347) or "Classical Indian Philosophical Systems" (RELST 395 also ASIAN 395/CLASS 395) to acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Indian Buddhism" (RELST 354 also ASIAN 354) or "Japanese Buddhism" (RELST 359 also ASIAN 359), to develop an appropriate depth along a different dimension.

No more than one of the courses chosen to meet requirement 2a may be used to satisfy 2b.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; of Pali or Chinese or Japanese for Buddhism. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Courses used to satisfy this foreign language proficiency requirement may not be applied to the course requirements described under 2a and 2b. Choice of language to fulfill this requirement is determined by the student in consultation with his or her adviser and is decided at the time the student enters the major.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 182 Rockefeller Hall.

Graduating with Honors in Religious Studies:

GENERAL INFORMATION

1. **Eligibility.** 3.0 cumulative average and 3.5 average inside the major with no grade in the major below B-. Program Director notifies eligible candidates during the spring semester of the junior year, or prior to commencement of final year.
2. **Honors Courses.** Candidates must sign into RELST 495 (Senior Honors Essay) for up to eight credits (two courses) for two semesters with variable credit. This two-semester sequence is recommended but not required. After the first term, an R in the transcript indicates that this course (usually for 8 credits) is a yearlong course. When the project is completed at the end of the second semester, the grade recorded counts for all eight credits. (The eight-credit limit is the result of the conviction/belief that earning more than eight credits for a single "piece" of your undergraduate education is unwise.)
You submit your honors proposal (with and according to the program's instruction/cover sheet) to the Religious Studies administrator before the end of the spring term of your junior year, or not later than Sept. 15 of the final year. She/he then approves your signing into the honors courses.
3. **Honors Committee—three faculty members.** While you are required to have three faculty members on your committee at the time of the submission of the final draft, we only require that two of them be identified when you submit your proposal. In the event the adviser is on leave, the program will assign a committee member from the list of approved RELST advisers. The three members should be:
 - a. The professor who has agreed to work closely with you over the year and to be the supervisor/grader of your project is chair of the committee.
 - b. Your Religious Studies major adviser (not optional)
 - c. Another knowledgeable faculty member
 Sometimes your adviser is the supervisor/chair. If that is the case, you need two additional knowledgeable professors for your committee of three.

Courses Approved for the Major Sponsored by Religious Studies

[RELST 123-124 Elementary Biblical Hebrew I and II (also NES 123-124, JWST 123-124)]
123, fall; 124, spring. 3 credits. Enrollment limited to 17 students. Not offered 2002-2003. Staff.

For description, see NES 123-124.]

[RELST 131 Elementary Pali (also Pali 131-132)]

Fall. 3 credits. Not offered 2002-2003. Staff.]

[RELST 133-134 Intro to Qur'anic and Classical Arabic I and II (also NES 133-134)]

133, fall; 134, spring. 3 credits. R. Brann, S. Toorawa.

For description, see NES 133-134.

[RELST 150 Introduction to American Religion (also SOC 150)]

Fall. 3 credits. Not offered 2002-2003. P. Becker.]

[RELST 197 Introduction to Near Eastern Civilization (also NES 197, JWST 197)]

Fall. 3 credits. Not offered 2002-2003. D. Owen.]

[RELST 201 Issues in Catholic Thought (also NES 298)]

Fall. 3 credits. W. Dickens.

For description, see NES 298.

[RELST 203 Religion and Family in the U.S. (also SOC 201, R SOC 202)]

Fall. 3 credits. Not offered 2002-2003. P. Becker.]

[RELST 220 Buddhism in America (also ASIAN 220)]

Winter. 3 credits. Not offered 2002-2003. J. M. Law.

See ASIAN 220 for description.]

[RELST 223 Introduction to the Hebrew Bible I (also NES 223, JWST 223)]

Fall. 3 credits. Not offered 2002-2003. G. Rendsburg.

For description, see NES 223.]

[RELST 224 Introduction to the Hebrew Bible II (also NES 224, JWST 224)]

Fall. 3 credits. Not offered 2002-2003. G. Rendsburg.

For description, see NES 224.]

[RELST 227 The Bible and the Literature of the Ancient Near East (also NES 227 and RELST 227)]

Spring. 3 credits. Not offered 2002-2003. J. Zorn.

See NES 227 for description.]

[RELST 229 Introduction to the New Testament (also NES 229, JWST 229)]

Fall. 3 credits. K. Haines-Eitzen.

For description, see NES 229.

[RELST 230 Monuments of Medieval Art (also ART H 230)]

Fall. 4 credits. P. Morin.

For description, see ART H 230.

[RELST 237 Greek Religion and Mystery Cults (also CLASS 237)]

Spring. 3 credits. Not offered 2002-2003. K. Clinton.

For description, see CLASS 237.]

[RELST 239 Cultural History of Jews of Spain (also NES 239, JWST 239, SPAN L 239)]

Spring. 3 credits. Not offered 2002-2003. Staff.

For description, see NES 239.]

[RELST 242 Religion and Politics in American History (also HIST 242, AM ST 242)]

Spring. 4 credits. R. L. Moore.

For description, see NES 242.

RELST 244 Introduction to Ancient Judaism (also NES 244, JWST 244)

Fall. 3 credits. G. Rendsburg.
For description, see NES 244.

[RELST 246 Jewish Mysticism (also NES 246, JWST 246)]

Fall. 3 credits. Not offered 2002–2003.
M. Segol.
See NES 246 for description.]

RELST 250 Introduction to Asian Religions (also ASIAN 250)

Spring. 3 credits. D. Boucher.
For description, see ASIAN 250.

RELST 251 Judaism, Christianity, and Islam (also JWST 251, NES 251)

Fall. 3 credits. K. Haines-Eitzen.
For description, see NES 251.

RELST 252 The Sufi Path: Mysticism in Islam (also NES 252)

Spring. 3 credits. S. Toorawa.
For description, see NES 252.

[RELST 253 Black Religious Traditions from Slavery to Freedom (also HIST 251, AM ST 251)]

Fall. 4 credits. Not offered 2002–2003.
M. Washington.]

[RELST 254 Muhammad and Mysticism in the Literatures of the Muslim World (also NES 250)]

Spring. 3 credits. Not offered 2002–2003.
S. Toorawa.
For description, see NES 250.]

RELST 255 Introduction to Islamic Civilization I (also NES 255, HIST 253)

Fall. 3 credits. D. Powers.
For description, see NES 255.

[RELST 256 Introduction to the Q'uran (also NES 256, JWST 256)]

Spring. 3 credits. Not offered 2002–2003.
S. Toorawa.
See NES 256 for description.]

RELST 262 Religion and Reason (also PHIL 263)

Spring. 4 credits. S. MacDonald.
For description, see PHIL 263.

[RELST 263 The Earlier Middle Ages (also HIST 263)]

Fall. 4 credits. Not offered 2002–2003.
J. J. John.
For description, see HIST 263.]

RELST 264 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, ARKEO 263)

Spring. 3 credits. J. Zorn.
For description, see NES 263.

RELST 265 The Middle Ages: An Introduction (also HIST 262)

Fall. 4 credits. P. Hyams.

RELST 266 Jerusalem Through the Ages (also NES 266, JWST 266)

Fall. 3 credits. J. Zorn.
For description, see NES 266.

RELST 277 Meditation in Indian Culture (also ASIAN 277)

Spring. 3 credits. D. Gold.
For description, see ASIAN 277.

[RELST 290 Buddhism: A Survey (also ASIAN 299)]

Fall. 4 credits. Not offered 2002–2003.
D. Boucher.
For description, see ASIAN 299.]

RELST 295 Introduction to Christian History (also NES 295, JWST 295, HIST 299)

Spring. 3 credits. K. Haines-Eitzen.
For description, see NES 295.

RELST 296 Jesus in History, Tradition, and the Cultural Imagination (also NES 296)

Spring. 3 credits. K. Haines-Eitzen.
For description, see NES 296.

[RELST 299 The Hebrew Bible and the Arabic Qur'an in Comparative Perspective (also NES 299, COM L 299, JWST 299)]

Spring. 3 credits. Not offered 2002–2003.
R. Brann.
For description, see NES 299.]

[RELST 306 Zen Buddhism (also ASIAN 306)]

Spring. 4 credits. Not offered 2002–2003.
J. M. Law.
See ASIAN 306 for description.]

RELST 313 Classical Arabic Texts (also NES 313)

Spring. 4 credits. D. Powers.
For description, see NES 313.

RELST 314 Qur'an and Commentary (also NES 314)

Fall. 4 credits. D. Powers.
For description, see NES 314.

[RELST 315 Medieval Philosophy (also PHIL 315)]

Spring. 4 credits. Not offered 2002–2003.
S. MacDonald.
For description, see PHIL 315.]

RELST 316 Women in the Hebrew Bible (also NES 320, JWST 320)

Spring. 3 credits. G. Rendsburg.
For description, see NES 320.

RELST 317 Readings in Ancient Jewish Texts (also NES 328, JWST 328)

Fall. 1 credit. Prerequisite: concurrent enrollment in RELST 244. G. Rendsburg.
For description, see NES 328.

[RELST 318 Introduction to the Hebrew Bible—Seminar]

Fall. 1 credit. Not offered 2002–2003.
G. Rendsburg.
For description, see NES 325.]

[RELST 319 Spenser and Malory (also ENGL 321)]

Spring. 4 credits. Not offered 2002–2003.
C. Kaske.
For description, see ENGL 321.]

RELST 320 Myth, Ritual, and Symbol (also ANTHR 320)

Spring. 3 or 4 credits. D. Holmberg.
For description, see ANTHR 320.

[RELST 321 Heresy and Orthodoxy in Early Christianity (also NES 321)]

Spring. 4 credits. Not offered 2002–2003.
K. Haines-Eitzen.
For description, see NES 321.]

[RELST 322 Magic, Myth, Science, and Religion (also ANTHR 322)]

Fall. 4 credits. Not offered 2002–2003.]

[RELST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (JWST 323, NES 323)]

Spring. 4 credits. Not offered 2002–2003.
K. Haines-Eitzen.
For description, see NES 323.]

RELST 326 Christianity and Judaism (also COM L 326)

Spring. 4 credits. C. Carmichael.
For description, see COM L 326.

RELST 328 Literature of the Old Testament (also COM L 328)

Fall. 4 credits. C. Carmichael.
For description, see COM L 328.

RELST 329 Introduction to the New Testament Seminar (also NES 329, JWST 329)

Fall. 1 credit. Prerequisite: concurrent enrollment in RELST 229 and one year of ancient Greek. K. Haines-Eitzen.
For description, see NES 329.

[RELST 330 Gnosticism and Early Christianity (also NES 328, JWST 328)]

Spring. 4 credits. Not offered 2002–2003.
K. Haines-Eitzen.
For description, see NES 328.]

[RELST 332 Medieval Architecture (also ART H 332, ARCH 382)]

Fall. 4 credits. Not offered 2002–2003.
R. G. Calkins.]

[RELST 333 Greek and Roman Mystery Cults and Early Christianity (also CLASS 333)]

Fall. 4 credits. Not offered 2002–2003.
K. Clinton.]

[RELST 334 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, COM L 334, SPAN L 339/639)]

Fall. 4 credits. Not offered 2002–2003.
R. Brann.
For description, see NES 339.]

[RELST 336 Prelude to the Italian Renaissance (also ART H 336)]

Fall. 4 credits. Not offered 2002–2003.
R. G. Calkins.
For description, see ART H 336.]

[RELST 337 The Medieval Illuminated Book (also ART H 337)]

Fall. 4 credits. Not offered 2002–2003.
R. G. Calkins.]

[RELST 339 Power, Piety, and Medieval Art (also ART H 330)]

Fall. 4 credits. Not offered 2002–2003.
L. Jones.
For description, see ART H 330.]

[RELST 340 Byzantine Theocracy: Fourth to Eighth Century (also CLASS 335)]

Fall. 3 credits. Not offered 2002–2003.
S. Wessel.
For description, see CLASS 335.]

[RELST 345 Intellectual and Cultural Life of Nineteenth Century Americans (also HIST 345, AM ST 345)]

Spring. 4 credits. Not offered 2002–2003.
R. L. Moore.
For description, see HIST 345.]

[RELST 347 Tantric Traditions (also ASIAN 347)]

Fall. 4 credits. Not offered 2002–2003.
D. Gold.
For description, see ASIAN 347.]

RELST 348 Indian Devotional Poetry (also ASIAN 348)

Spring. 4 credits. D. Gold.
For description, see ASIAN 348.

RELST 350 Law, Society, and Culture (also NES 351/651, HIST 372/652)

Spring. 4 credits. D. Powers.

RELST 351 Indian Religious Worlds (also ASIAN 351)

Fall. 4 credits. D. Gold.
For description, see ASIAN 351.

RELST 354 Indian Buddhism (also ASIAN 354)

Fall. 4 credits. D. Boucher.
For description, see ASIAN 354.

RELST 355 Japanese Religions: A Study of Practice (also ASIAN 355)

Spring. 4 credits. J. M. Law.
For description, see ASIAN 355.

[RELST 356 Islamic Law and Society (also NES 357)]

Spring. 4 credits. Not offered 2002-2003.
D. Powers.
For description, see NES 357.]

[RELST 359 Japanese Buddhism (also ASIAN 359)]

Spring. 4 credits. Not offered 2002-2003.
J. M. Law.]

RELST 362 The Culture of the Renaissance II (also COM L 362, ENGL 325, HIST 364, ART H 351, MUSIC 390, FRLIT 362)

Fall. 4 credits. C. Kaske and K. Long.
For description, see COM L 362.

[RELST 366 Medieval Culture, 1100-1300 (also HIST 366)]

Fall. 4 credits. Not offered 2002-2003.
J. J. John.
For description, see HIST 366.]

[RELST 368 Marriage and Sexuality in Medieval Europe (also HIST 368, WOMNS 368)]

Spring. 4 credits. Not offered 2002-2003.
P. Hyams.
For description, see HIST 368.]

[RELST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also COM L 371, NES 371, JWST 371)]

Spring. 4 credits. Not offered 2002-2003.
R. Brann.
For description, see NES 371.]

[RELST 381 Anthropology and Religion (also ANTHR 381)]

Spring. 4 credits. Not offered 2002-2003.
A. Willford.
See ANTHR 381 for description.]

[RELST 393 Religion and Politics in the Middle East (also NES 393)]

Fall. 4 credits. Not offered 2002-2003.]

[RELST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, WOMNS 394)]

Spring. 3 credits. Not offered 2002-2003.
K. Haines-Eitzen.]

RELST 395 Classical Indian Philosophical Systems (also ASIAN 395, CLASS 395)

Spring. 4 credits. C. Minkowski.
For description, see ASIAN 395.

RELST 399 Seminar: Catholic Rituals and the Formation of Community (also NES 399)

Spring. 1 credit. W. Dickens.
For description, see NES 399.

[RELST 400 Tibetan Buddhism (also ASIAN 400)]

Fall. 4 credits. Enrollment limited to 20 students and instructor consent. Not offered 2002-2003. J. M. Law.
For description, see ASIAN 400.]

[RELST 401 The Soul in Medieval Culture (also S HUM 401, HIST 404)]

Fall. 4 credits. Not offered 2002-2003.
R. Ziolkowski.
For description, see S HUM 401.]

[RELST 407 Religion and Human Rights (also ASIAN 407)]

Spring and summer. 4 credits. Not offered 2002-2003. J. M. Law.
For description, see ASIAN 407.]

[RELST 409 Seasons of Migration (also JWST 409, NES 409, S HUM 409)]

Fall. 4 credits. Not offered 2002-2003.
S. Toorawa.
See S HUM 409 for description.]

RELST 410 Latin Philosophical Texts (also PHIL 410)

Spring. Variable credit. Prerequisite: knowledge of Latin and permission of instructor. S. MacDonald.
For description, see PHIL 410.

RELST 420 Readings in the Hebrew Bible (also NES 420, JWST 420)

Fall. 4 credits. G. Rendsburg.
For description, see NES 420.

[RELST 421 Readings in Biblical Hebrew Poetry (also NES 421, JWST 421)]

Fall. 4 credits. Prerequisite: one year of Biblical or Modern Hebrew. Not offered 2002-2003. G. Rendsburg.
For description, see NES 421.]

RELST 422 Dead Sea Scrolls (also NES 422)

Spring. 3 credits. G. Rendsburg.
For description, see NES 422.

RELST 426 New Testament Seminar (also COM L 426)

Spring. 4 credits. C. Carmichael.
For description, see COM L 426.

RELST 427 Biblical Seminar (also COM L 428)

Fall. 4 credits. C. Carmichael.
For description, see COM L 428.

[RELST 429 Adam's Rib and other Divine Signs: Reading Biblical Narrative (also ENGL 429)]

Spring. 4 credits. Not offered 2002-2003.
L. Donaldson.
See ENGL 429 for description.]

[RELST 443 Religion and Ritual in Chinese Society and Culture (also ANTHR 443)]

Fall. 4 credits. Not offered 2002-2003.
S. Sangren.]

RELST 449 History and Methods of the Academic Study of Religion (also ASIAN 449)

Spring. 4 credits. Required of Religious Studies majors. J. M. Law.
For description, see ASIAN 449.

RELST 460 Indian Meditation Texts (also ASIAN 460)

Fall. 4 credits. D. Gold.
For description, see ASIAN 460.

RELST 490-491 Directed Study

490, fall; 491, spring. 2-4 credits each term.
For majors in Religious Studies; permission of director required. Staff.

RELST 495 Senior Honors Essay

Fall and spring. Variable up to 8 credits.
Required for honors in Religious Studies.
Staff.

RELST 496 Seminar: Religion and Science (also NES 496)

Spring. 1 credit. W. Dickens.
For description, see NES 496.

[RELST 531 Problems in Medieval Art and Architecture (also ART H 531)]

Spring. 4 credits. Not offered 2002-2003.
R. G. Calkins.]

RELST 650 Seminar on Asian Religions (also ASIAN 650)

Fall. 4 credits. J. M. Law.
For description, see ASIAN 650.

RELST 652 Straddling the Himalayas (also ASIAN 652)

Spring. 4 credits. D. Boucher.
For description, see ASIAN 652.

RELST 654 Indian Buddhism (also RELST 354, ASIAN 354/654)

Fall. 3 credits. D. Boucher.
For description, see ASIAN 354.

Additional courses offered by cooperating departments may also be approved through petition for the major in Religious Studies. For details see the program director, Jane Marie Law, 125 Rockefeller Hall or e-mail her at jml16@cornell.edu.

ROMANCE STUDIES

The Department of Romance Studies (Mitchell Greenberg, chair) offers courses in the following areas: French, Italian, and Spanish literature; French, Italian, Portuguese, Quechua, and Spanish language; Francophone, Italian, and Hispanic culture; and linguistics and semiotics. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

French

A. Berger, J. Coursil (visiting), N. Furman, A. Grandjean-Levy, M. Greenberg (chair), R. Klein, P. Lewis, S. LoBello, K. Long, T. McNulty, C. Porter (visiting), K. Proux, C. Sparfel, S. Tun, M. C. Vallois (director of undergraduate studies), C. Waldron. Emeriti: J. Béraud, A. Colby-Hall, D. I. Grossvogel, A. Seznec. Adjunct Associate Professor: S. Tarrow.

The Major

The major in French is divided into two options: French Area Studies and French Literature. While prospective majors should try to plan their programs as far ahead as possible, especially if they intend to study abroad, no student will be refused admission

merely because of a late start. Please see Professor M. C. Vallois, mv46@cornell.edu, the Director of Undergraduate Studies, in 310 Morrill Hall. This consultation is especially important for finding out what sequence of courses will follow the current choice of courses.

Students interested in majoring in French linguistics should contact the Department of Linguistics.

Honors. The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they have regular meetings with faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in FRLIT 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

The Literature Option

The major in French, literature option, is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary analysis.

Admission

To be admitted to the major, students should have completed FRLIT 201, 220, or 221 plus 222 and FRROM 219 (formerly 213) or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- 1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of FRROM 301-312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- 2) take six courses in French literature or civilization at the 300 level or above. These courses, selected in consultation with the student's major adviser, will include at least two pre-19th-century courses and at least one 400-level course.
- 3) take two connected courses in one of the following related areas: literature, linguistics, comparative literature, history, history of art, visual studies, music, government, or another relevant discipline with a significant French component. Students who are double majors are exempted from this last requirement.

The French Area Studies Option Admission

To be admitted to the major, students should have completed FRLIT 201, 220, 221, or 224 plus 219 (formerly 213) or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- 1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of FRROM 301-312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- 2) take two courses in Romance Studies (literature or civilization) at the 300 level or above.
- 3) take six courses at the 300 level or above in no more than three areas of interest such as—but not limited to—Africana studies, anthropology, comparative literature, French literature, economics, government, history, history of art, linguistics, music, theater arts, women's studies, and visual studies. Each area must be represented by at least two courses, and each course must have a significant French component. At least one of these six courses should be at the 400 level.

Administration of French Area Studies

Students are admitted to the major by the director of undergraduate studies in the French section of the Department of Romance Studies but are guided by their individual advisers. A copy of each student's program is given to the director of undergraduate studies for approval and safe-keeping.

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the Departments of Romance Studies and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of FRROM 219 (formerly 213) or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of FRROM 301 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Emory University, and Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or semester as fully matriculated students at the University of Paris VII and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation in French history, society and daily

life. While it is possible to enroll in the EDUCO Program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell, Emory, and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

Honors. The honors program encourages well-qualified students majoring in French literature and culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not possible in the case of course papers.

To be eligible for Honors, students must have a general grade point average of at least 3.00 and a grade point average of at least 3.5 in their French major.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year, each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The senior essay is to be made available for reading by the jury on or before April 15. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course in order to accommodate those on the waiting lists.

All French language courses are offered by the Department of Romance Studies and French linguistics courses are offered by the Department of Linguistics.

Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, some of which may be taken concurrently with FRROM 206, 209, or 219 or H ADM 266.

FRROM 112 Elementary French: Review and Continuation

Fall. 4 credits. Prerequisite: LPF score 37-44 or SAT II 410-480, or FRROM 121. S. Tun. This course is designed for students who have taken some French and who have a placement score of 37-44 or SAT II 410-480. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken FRROM 121

may enroll for this course. As part of the final exam, students take the LPF and, according to their score, may place into FRROM 123 (score below 56), or receive qualification (56 or above) and place into the 200-level courses.

FRROM 121-122 Elementary French

121, fall; 122, spring. 4 credits each term. Prerequisite for 121: this course is intended for students with no experience in French. Students who have previously studied French must have an LPF score lower than 37, or SAT II lower than 410, to be eligible for FRROM 121. Prerequisite for 122: FRROM 121. FRROM 112 (fall only) is recommended for students who didn't take FRROM 121 but scored 37-44 on the LPF or 410-480 on the SAT II. Fall: C. Sparfel (course coordinator) and staff; spring: C. Sparfel (course coordinator), S. Tun, and staff.

The goal of FRROM 121-122 is to provide a thorough grounding in the language and insights into French language and francophone cultures so that students can function in basic situations in a French-speaking culture. Small classes provide intensive, context-specific practice in speaking, reading, writing, and listening comprehension.

FRROM 123 Continuing French

Fall, spring. 4 credits. *Provides language qualification.* Prerequisite: LPF score 45-55 or SAT II 490-590. Recommended courses after FRROM 123: FRROM 206 or 209 or FRLIT 201. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. Fall: K. Proux (course coordinator) and staff; spring: K. Proux. FRROM 123 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the course encourages the student to see the language within the context of its culture.

FRROM 206 French Intermediate Reading and Writing

Fall, spring. 3 credits. *Provides language proficiency.* Prerequisite: FRROM 123, LPF score 56-64, or SAT II 600-680. Conducted in French. Recommended courses after FRROM 206: FRROM 219, FRLIT 220 or FRLIT 221. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. Fall: S. LoBello; spring: C. Sparfel.

This language course is designed for students who want to focus on their reading and writing skills. Emphasis is placed on grammar review and expansion, vocabulary development, and appreciation of different styles of language. Diverse text types are used, including a contemporary novel and student-selected material.

FRROM 209 French Intermediate Composition and Conversation I

Fall, spring, summer. 3 credits. *Provides language proficiency.* Prerequisite: FRROM 123, LPF score 56-64, or SAT II 600-680. Recommended courses after FRROM 209: FRROM 219, FRLIT 220 or 221. FRROM 219 may be taken concurrently with either FRLIT 220 or FRLIT 221. The S-U option is not available to undergraduates, and is available to graduate students only by

exceptional permission from the course coordinator. Fall: A. Grandjean-Levy (course coordinator) and staff; spring: A. Grandjean-Levy (course coordinator), C. Waldron and staff; summer: C. Waldron.

The course is designed to strengthen grammar skills, to improve reading, speaking and writing ability; and help students become independent learners. For more information go to: <http://courseinfo.cit.cornell.edu/courses/FRROM209/>.

FRROM 219 French Intermediate Composition and Conversation II

Fall, spring. 4 credits. Prerequisite: FRROM 206 or 209, or permission of instructor, or Q+ on the Cornell Advanced Standing Examination (CASE). For admission to the Cornell Abroad Program, students are required to take either this course, or have completed an equivalent level of study. Taught in French. Recommended courses after FRROM 219: FRLIT 220 or 221, FRROM 301 or 305. Fall: S. LoBello (course coordinator), A. Grandjean-Levy and staff; spring: S. LoBello (course coordinator), A. Grandjean-Levy and staff.

The emphasis of this course is on improving grammatical accuracy and on enriching vocabulary in oral and written expression of French. Varied types of reading including newspaper articles, short videos, films, and presentations by students, provide the basis for writing assignments and class discussions. Themes and emphases may vary from section to section.

FRROM 300 Directed Studies

Fall, spring. 1-4 credits variable. Prerequisite: permission of instructor. Times arranged with instructor. Staff. Taught on a specialized basis to address particular student needs.

FRROM 301 Advanced French I

Fall, spring. 4 credits. Prerequisite: FRROM 219, or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after FRROM 301: FRROM 312, FRLIT 220, or FRLIT 221 may be taken concurrently with 301. Fall: N. Furman and staff; spring: S. LoBello and staff.

Class discussions based on reading contemporary texts: half short stories, half articles on current events taken from French magazines or newspapers. All texts are chosen for thematic or cultural interest and linguistic quality. Special attention is given to accuracy in French through grammar review and weekly papers (essays or translations). Each student gives one or more oral presentations in class. Course required of French majors.

FRROM 305 French through Film

Fall, spring. 4 credits. Prerequisite: FRROM 219, or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after FRROM 305: FRROM 301, 312, FRLIT 220, or 221. FRLIT 220 or 221 may also be taken concurrently with FRROM 305. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis is on the culture and historical context as it relates to French contemporary society. Additionally, guest speakers provide enrichment on selected topics.

FRROM 312 Advanced French II

Fall, spring. 4 credits. Limited to 15 students. Prerequisite: FRROM 301 or with permission of instructor, or placement by the Cornell Advanced Standing Examination (CASE). T. Alkire.

Continuation of work done in FRROM 301. The objective of FRROM 301 is to teach students to speak and write correct French; in FRROM 312 students are expected to have a richer, more idiomatic and hopefully elegant command of the language. Formal study of grammar is discontinued, and more attention is devoted to the examination of the stylistics and rhetorical characteristics of texts and to oral presentations by students. Weekly papers as in FRROM 301.

FRROM 313 French in the News

Fall. 4 credits. Prerequisite: FRROM 301, or FRROM 305, or placement by the Cornell Advanced Standing Examination (CASE). A. Grandjean-Levy.

Studying French televised news broadcasts and other media, places students at the heart of today's France. Flexible approach allows students to perfect their language skills.

FRROM 315 Translating From French-Translating From Spanish

Fall. 4 credits. Prerequisite: FRROM 312 or SPANR 312 or permission of the instructors. C. Porter and J. Routier-Pucci.

This seminar-type experiment, open to students who have successfully passed the highest 300-level language course offered in either Spanish or French, focuses on translating from the SL (source language) into the TL (target language, i.e. English). The objective of the course is to learn and practice the skill of translating from one of the SLs into English, and in so doing, investigate the various technical, stylistic, and cultural difficulties encountered in the process. To attain this objective, the students are exposed to a series of translation tasks, conducted individually or in groups: they are asked to justify their translations, compare different translations of the same passage, work on different types of texts, and edit each other's translations.

FRROM 630 French for Reading—Graduate Students

Spring. 3 credits. Limited to graduate students. T. Alkire.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

Literature

FRLIT 201 Introduction to Techniques of Reading French Literature

Fall. 3 credits. *Provides language proficiency.* Prerequisites: SAT II score of 600, LPF score of 56, or FRROM 123. Students with an SAT II score of 640 or an LPF score of 60 or more, should take FRLIT 221. M. C. Vallois and staff.

Designed for students interested in improving their written and oral skills in French and also their literary proficiency. Texts have been chosen both for their literary merit and their manageable linguistic difficulty. Close scrutiny of the works and active class discussions sharpen students' critical and analytical abilities. The reading list may include authors

such as Baudelaire, Beckett, Ionesco, Camus, Rimbaud, Sartre, and Duras.

FRLIT 220 French and Francophone Culture @ (IV)

Fall, spring. 3 credits. Prerequisite: SAT II score of 640 and above, or LPF score of 60 or FRROM 206 or 209. Conducted in French. J. Coursil and staff.

This course serves as an introduction to French Area Studies. It provides an overview of Francophone culture and society from 1945 to the present. Readings include a selection of articles dealing with issues of current concern in France; works by French and Maghrebi or African writers; poetry or drama; two films are also discussed.

FRLIT 221 Modern French Literature # (IV)

Fall, spring. 3 credits. Prerequisites: SAT II score of 640 and above, or LPF score of 60, or FRROM 206 or 209. Conducted in French. Fall: A. Berger and staff; spring: K. P. Long and staff.

This course is intended as an introduction to French literature of the modern period. Texts are chosen because of their centrality to the traditional literary canon and with an eye to experimentation. The course considers literary genres (poetry, drama, the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. One test may include French script. The course is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings include works by Baudelaire, Mallarmé, Beckett, Camus, Proust, Duras, and Assia Djebar.

FRLIT 222 Early Modern French Literature # (IV)

Spring. 3 credits. Prerequisite: FRLIT 220, 221, or permission of the instructor. Conducted in French. M. C. Vallois.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Mme de Lafayette, La Fontaine) and of eighteenth-century Enlightenment literature (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention is paid to the ways in which these various works represent or deal with the shift from an aristocratic cultural code of values to modern bourgeois ideology and aesthetics. The course also invites reflection on the status and centrality of female characters in classical and neo-classical French literature. Theater being central to this period, the course gives special attention to major plays of the classical period. It traces the evolution from the classical tragic heroine to more modern (but no less problematic) representations of women.

FRLIT 224 The French Experience (also HIST 240) (III or IV)

Fall. 3 credits. Conducted in English. Readings available both in French and in English translation. N. Furman and J. Weiss.

We look ethnographically and through literature at tastes and at class as they function and are discussed in France. We examine speech in its practice and as it is reflected upon; and we look at views from France, from America, and other countries. As we emphasize differences, the French experience emerges.

Note: Prerequisite for all 300-level courses in French literature: FRLIT 220, 221 or the equivalent.

FRLIT 327 In Search of the Origin of Language (also COM L 320) (IV)

Spring. 4 credits. Conducted in English. T. McNulty.

Where does language come from, and what does it respond to? What is the relationship between the origin of language and the creation of the world, or between language and myth? What distinguishes human language from the structures of communication common to all animals? What is the relationship of language to sexual difference, the death drive, and the prohibition of incest? What do poetry, mathematics and computer science tell us about the function of writing? Why have so many thinkers across history associated language with the virus or with logics of contamination? This course is interdisciplinary in scope, drawing on works of philosophy, anthropology, psychoanalysis, religion, and the biological sciences, in addition to literature and film. Readings include texts from the Bible, Plato, Descartes, Pascal, Rousseau, Shelley, Freud, Saussure, Artaud, Levi-Strauss, Burroughs, and Derrida. Students may read texts in the original languages or in translation.

FRLIT 333 Contemporary French Thought (IV)

Fall. 4 credits. Conducted in French. R. Klein.

This course surveys the major contemporary post structuralist, psychoanalytic, and deconstructive theorists in French thought today: Lacan, Foucault, Derrida, Barthes, Bourdieu, Baudrillard and Wittig. Particular emphasis is on the contribution of these theorists to the analysis of sexuality and pedagogy.

FRLIT 356 Renaissance France # (IV)

Spring. 4 credits. Conducted in French. K. P. Long.

This course traces the importance of a number of movements/crises/events for the evolution of France as a nation and a culture, as well as the impact of these movements on the origins of modern thought. We consider the ongoing debate over the status of women, known as the *querelle des femmes*; the discovery of the "New World," and its subsequent colonization; the Reformation, which led eventually to a separation of religious and national interests; and the rise of modernization and scientific disciplines. These areas of inquiry are studied by means of various texts: the works of Marguerite de Navarre, Louise Labé, François Rabelais, Joachim du Bellay, Pierre de Ronsard, Ambroise Paré, and Michel de Montaigne, among others. Texts and discussions are in French.

FRLIT 362 Culture of the Renaissance II (also COM L 362, ENGL 325, HIST 364, RELST 362, MUS 390, ART H 351) # (III or IV)

Fall. 4 credits. K. P. Long and C. Kaske. For description see COM L 362.

FRLIT 370 The French Enlightenment and the Modern Citizen # (IV)

Fall. 4 credits. M. C. Vallois.

Through a reading of various works of the French 18th century (by Montesquieu, Voltaire, Diderot, Rousseau, as well by other less canonical authors) we study the emergence of new literary discourses and practices aiming at a "secularization" of the literary field, in conjunction with the ideological and epistemological changes which took place under the name of

Enlightenment. One of the most important of those changes is often seen as the production of the modern citizen.

FRLIT 381 Nineteenth-Century French Women Writers (also WOMNS 381) # (IV)

Spring. 4 credits. Conducted in French. M. C. Vallois.

While situating the works read within their specific historical and literary context, this course attempts to address two sets of questions: 1) How does the inscription of literature as a Public Institution within a phallogocentric cultural order effect women authors' status and writing strategies? 2) To what extent and at what levels does being a woman inform or shape the text produced? In what ways is literary writing concerned with sexual difference? Writers include Mme. de Staël, George Sand, Flora Tristan, Rachilde, and others.

FRLIT 382 Literature and Science in the Nineteenth Century

Spring. 4 credits. Conducted in French. N. Furman.

From medicine to physics, from biology to mechanics, the major scientific discoveries of the nineteenth century held the promise of either a better or a more frightful future. Literature reflects these hopes and fears. We study the nineteenth-century obsessive interest in science in the works of Balzac, Flaubert, Zola, Maupassant, Verne, and Villiers de L'Isle-Adam.

FRLIT 391 Fictions of the Self (also WOMNS 391)

Fall. 4 credits. Prerequisite: FRLIT 221 or permission of the instructor. Conducted in French. T. McNulty.

This course examines the relationship between the "self" and fiction, or between personhood and the literary *personnage*. How does autobiography, as a "writing of one's own life," shape the relationship between the self and the written word? What is the relationship between the person and the *persona* (or "mask") from which it derives etymologically? To what extent is the self a fiction? Works by 20th century authors (Gide, Leiris, Bataille, Khatibi, Duras, Tournier, Artaud, Jabès, Blanchot) are supplemented by readings from Augustine, Rousseau, Nietzsche, and Freud.

FRLIT 412 Poetry and Poverty: 19th Century French Lyricism and the Times of Indigence (also FRLIT 617) @ (IV)

Fall. 4 credits. A. Berger.

From *Pauvres Gens* (Hugo) to the "pauvre Lélian" (Verlaine), from Baudelaire's Poor to Rimbaud's scum, French poetry takes up the poor's claim. But poverty as a social phenomenon doesn't simply become a poetical theme by striking lyricism's sentimental chord. If poverty is the main issue of the century, as French 19th century political and social thinkers agree, and if the question of the modern times is indeed the question of poverty ("la misère"), as Michelet and Heidegger suggest in various ways, then the lyrical treatment of poverty raises the question of poverty's relation to modernity, and more specifically to the economy which defines it. Through a close examination of poems by Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé and Jehan-Rictus, read along with Michelet, Benjamin and Heidegger among others, we address the question of poetry's

relations to the modern experience of lack and need, as well as to the poor as a figure of the outcast. How poetry can give (itself), and what can it give in times of want, that is, in times of the retreat of the gift?

FRLIT 419-420 Special Topics in French Literature

419, fall; 420, spring. 2-4 credits each term.
Prerequisite: permission of instructor. Staff.
Guided independent study of special topics.

FRLIT 428 Oulipo: Forms of Potential Literature (IV)

Fall. 4 credits. R. Klein.
"Oulipo (Ouvroir de littérature potentielle)" is a relatively small circle of writers and mathematicians that has been conducting radical experiments in literary form since its beginnings in 1960. Its members are largely but not exclusively French, and its meetings are held in Paris. Its aim is to identify and analyze older, even ancient experiments in literary form and to elaborate new forms or textual principles based on novel combinatorics or permutations, including computer algorithms. Its founding and continuing members include some of the most prominent contemporary French writers, poets and novelists, including Raymond Queneau, Jacques Roubaud, Georges Perec, as well as the Italian writer, Italo Calvino, and the American, Harry Matthews. The course aims principally to examine the theoretical claims of Oulipo, its hostility to surrealism, its voluntarism, its preference for formal constraints, its exemplification of rhetorical and literary procedures (lipograms, palindromes, rhopalic verse, holorhymes, Boolean haikus, etc.). At the same time, close readings of selected texts are encouraged.

FRLIT 429-430 Honors Work in French

429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program. M. C. Vallois and staff.

FRLIT 447 Medieval Literature # (IV)

Spring. 4 credits. Prerequisite: FRLIT 221 or permission of instructor. Conducted in English. A. Colby-Hall.

This course is designed to give students facility in reading Old French and an appreciation of two major genres of medieval French literature: the epic and the theater.

FRLIT 466 Proust and his Critics (also FRLIT 666)

Spring. 4 credits. R. Klein.

This course is intended for advanced students of French literature, who already have some acquaintance with the work of Marcel Proust. It aims to encourage students to have read the entire *Recherche* (2401 pages in the Quarto Gallimard edition) by the end of the semester, but that is not a requirement. Rather the course enters into the work through the perspectives offered by several of the leading, modern critics of Proust, including Deleuze, Genette, Poulet, DeMan, Benjamin, Kristeva, Girard, Compagnon, McDonald, and others.

FRLIT 476 Libertine Literature (also COM L 476) (IV)

Spring. 4 credits. Conducted in English. T. McNulty.

In France, the emergence of libertine literature as a distinct genre coincides with political and philosophical debates about universalism, the rights of man, and equality. What do the first

libertine writers have to tell us about the nature of the human subject and its relationship to the law or to the universal? What are their insights into human eroticism, the relation between the sexes, violence and power? How does libertine literature deal with the female subject, and how, if at all, does the genre change in the hands of female authors? These questions lead to a theoretical examination of the relationship between libertine and the psychic structure of perversion (sadism, masochism, fetishism), understood as a contestation of the law or signifier and its castrating effects. Works by Sade, Casanova, LaFontaine, Sacher-Masoch, Rachilde, Réage, Bataille, Gombrowicz, Pasolini, and Acker will be read alongside critical texts by Freud, Lacan, Deleuze, Butler, Barthes, and others.

FRLIT 491 Femininity, Ethics and Aesthetics (also FRLIT 691 and WOMNS 491/691 and COM L 479/679) (IV)

Fall. 4 credits. Conducted in English. T. McNulty.

This course serves as a theoretical introduction to psychoanalytic treatments of femininity, especially in Freud and Lacan. The structure of femininity, distinct from biological sex or social gender, is understood as a particular ethical response to the death drive and to the signifier or law that seeks to limit its insistence. The first half of the course explores the logic of femininity, its difference from masculinity, and its contestation of the phallic signifier; the second half focuses on the stakes of aesthetics in femininity, as a possible solution to the impasses of the signifier. We examine other important formulations of femininity and aesthetics (Kant, Cixous, Deleuze, Woolf), as well as writings and artwork by Marguerite Duras, Yayoi Kusama, Teresa of Avila, Daniel Paul Schreber, Sophie Calle, Stendhal, Sade, and others. Students are encouraged to give presentations on other writers and artists, male or female, who might contribute to our understanding of feminine ethics and/or aesthetics.

FRLIT 607-608 Proseminar

607, fall; 608, spring. 2 credits each term. M. Greenberg.

The pro-seminar is the place for sustained exchanges between graduate students, faculty, and visiting lecturers. Activities include reading and discussion of seminal texts, chapters from dissertations and works in-progress, and articles and essays from visiting lecturers.

FRLIT 617 Poetry and Poverty: 19th Century French Lyricism and the Times of Indigence (also FRLIT 412)

Fall. 4 credits. A. Berger.

For description see FRLIT 412.

FRLIT 631 Seminar on Edouard Glissant

Fall. 4 credits. J. Coursil.

Introduction to francophone postcolonial literature through the study of one of its major crises, the work of Edouard Glissant. The seminar proposes analyses of the thematic break effected by Edouard Glissant in postcolonial francophone literature. The work of Edouard Glissant (from 1955 on, poetry, novel, theatre, essay) represents the most important rethinking of postcolonial francophone literature since its start in 1930 by the poets of Negritude L. S. Senghor and A. Césaire. This renewal upends and transforms traditional questions of domain and, in time, displaces and renews its stakes.

The analyses of Edouard Glissant's break in the tradition and thought of African Antilles Negritude concentrates and allows a reordering of all the big questions about postcolonial francophone literature: questions of culture (races, culture, identity), politics (history of the colonial world, of the West, and of globalization), philosophy (postmodern criticism of rationalism, paradigm, chaos) and psychoanalysis (alienated memory, language). The seminar will thus be a general introduction to this domain through a new kind of reading.

FRLIT 632 Seminar on Movements of Identity

Spring. 4 credits. J. Coursil.

Creole-ness through a critical reading of Caribbean African and Magreb works. We will explore postcolonial francophone identity in its necessity as well as in its faults and limits. The works studied have for the most part received international acclaim and been frequently translated. This confirms the social expectation of a literature of cultural identity. We will emphasize recurring questions that mark all francophone postcolonial tendencies, in particular that of the subject's place in the history of the world (theme of alienated memory) and that of its place in language (theme of the interrupted word). We will study more specifically the movement of Creole-ness (Caribbean), from its birth to its present distribution, as a brilliant moment of literary history grappling with questions of time and space. Our questions will bear on the double aspect of identity: cultural and political relevance in actual society, and subjectivity (literary creativity). This study represents an introduction to some postmodern critiques bearing on language and the unconscious.

FRLIT 639-640 Special Topics in French Literature

639, fall; 640, spring. 2-4 credits each term. Staff.

Guided independent study for graduate students.

FRLIT 666 Proust and his Critics (also FRLIT 466)

Spring. 4 credits. R. Klein.

For description, see FRLIT 466.

FRLIT 674 Les critiques littéraires

Spring. 4 credits. N. Furman.

FRLIT 691 "Femininity, Ethics and Aesthetics" (also WOMNS 491/691, COM L 479/679 and FRLIT 491)

Fall. 4 credits. Conducted in English. T. McNulty.

For description, see FRLIT 491.

FRLIT 693 [Un] Romantic Sexualities

Fall. 4 credits. Conducted in French. M. C. Vallois.

From the exotic and incestuous loves of Chateaubriand's René and Atala and the scandalous affairs of George Sand, Musset, and Chopin to the more discreet sentimental relationships between Flaubert, Louise Colet, and later Sand, love—be it fictive or real—has been the focus of numerous theories, definitions and debates during the Romantic Era. Through the close reading of the fictions and correspondence of selected authors of this period—Sand, Alfred et Paul de Musset, Colet, Fourier—this course proposes to reexamine the myths, theories and practices of romantic love and other romantic relationships. In the first part of the course, we

consider briefly the origins and some traditional figures of so-called "romantic" love (The Song of Songs, and the poems of the Troubadours, "Tristan and Iseult," the *lais* of Marie de France) from a historical point of view (Denis de Rougemont, Duby, Flandrin, Solé) as well as from a philosophical, ideological and psychoanalytical point of view (Julia Kristeva, Luce Irigaray, Michel Foucault.) The second part of the course is devoted to close readings of literary texts. Although the central case-study could be Sand-Musset, this part of the class is organized according to the specialization and specific interests of the participants in the seminar. Please let me know what is your particular area or author of interest as soon as possible.

Italian

Faculty: M. Migiel (director of undergraduate studies), T. Alkire, K. Bättig von Wittelsbach, T. Campbell, F. Cervesi-McCobb, S. Stewart-Steinberg, P. Swenson. Emeriti: A. Grossvogel

The Major

The major in Italian is designed for students who: 1) wish to study Italian language, literature, and culture through the works of writers, artists, and cultural figures who have developed rich and varied aesthetic traditions; and 2) may wish to pursue a Ph.D. in Italian.

The prerequisite for official admission to the Italian major is successful completion of either ITALL 216 or ITALL 217 (Introduction to Italian Literature).

Students who wish to major in Italian are advised to consult the DUS in Italian, Marilyn Migiel (311 Morrill Hall) as early as possible. The DUS, taking into account the student's interest, preparation, and career goals, will assign the student to an advisor. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary and cultural history, and to develop some skill in textual and cultural analysis. In conjunction with the major advisor, the student will craft an individualized plan of studies that will meet the minimum requirements for the major in Italian as listed here below:

- At least ten ITALL courses at the 200 level and higher. (The prerequisite may be counted toward this requirement. The one-credit Italian Practicum and the one- or two-credit Independent Study options do not count as full courses.) One of these courses must be at the 400 level and one must be in the pre-eighteenth century. With permission of the advisor, the student may substitute for two of these courses other courses that are deemed relevant to the student's study of Italian, e.g., a course in another national literature, a course in critical theory, a course in European history, etc.
- At least twenty credits in courses conducted entirely in Italian. The Italian Practica may be used to fulfill three of these credits. Twelve of these credits must be in courses in Italian at the 300-level or above.
- Competency in the Italian language (as demonstrated by examination or by coursework approved by the DUS).

ITALA 402, History of the Italian Language, and ITALA 403, Linguistic Structure of Italian, may be counted toward the ten courses

required for the major. (N.B. An introductory linguistics course is a prerequisite for ITALA 402 and 403).

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course in order to accommodate those on the waiting lists.

ITALA 121-122 Elementary Italian

121, fall; 122, spring. 4 credits each term. Prerequisite: for ITALA 122, ITALA 121 or equivalent. Intended for beginners or students placed by examination. At the end of ITALA 122, students who score lower than 56 on the LPI may take ITALA 123, those with 56 or higher on the LPI attain qualification and may enter the 200-level sequence; otherwise ITALA 123 is required for qualification. Evening prelims. Fall: F. Cervesi-McCobb (course coordinator), M. Baraldi, K. Bättig von Wittelsbach, S. Stewart-Steinberg, and staff; spring: F. Cervesi-McCobb (course coordinator), M. Baraldi, T. Alkire, S. LoBello, and staff.

This course provides a thorough grounding in all the language skills: listening, speaking, reading, and writing, with practice in small groups. Lectures cover grammar and cultural information.

ITALA 123 Continuing Italian

Fall, spring. 4 credits. *Provides language qualification.* Limited to students who have previously studied Italian and have an LPI score of 45-55 or an SAT II score of 460-580. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. Fall: T. Alkire (course coordinator) and K. Bättig von Wittelsbach; spring: K. Bättig von Wittelsbach.

ITALA 123 is an all-skills course designed to improve speaking and reading ability, to establish a groundwork for correct writing, and to provide a substantial grammar review.

ITALA 209 Italian Intermediate Composition and Conversation I

Fall, spring. 3 credits. *Provides language proficiency.* Prerequisite: ITALA 123 or LPI 56-64, or SAT II 590-680, or CASE Q. Students wishing to major in Italian and students who wish to study abroad in Italy are strongly encouraged to enroll concurrently in ITALL 214, 215, 216, or 217. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. Fall: P. Swenson; spring: K. Bättig von Wittelsbach.

This course provides a guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

ITALA 219 Italian Intermediate Composition and Conversation II

Spring. 3 credits. Prerequisite: ITALA 209 or equivalent. Students wishing to major in Italian and students wishing to study abroad in Italy are strongly encouraged to enroll concurrently in ITALL 214, 215, 216, or 217. P. Swenson.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in 200-level courses also have the option of taking courses in introductory literature, cultural studies, and cinema; see separate listings under ITALL 214, 215, 216 and 217 for descriptions of these courses.

ITALA 300 Directed Studies

Fall, spring. 1-4 credits variable. Prerequisite: permission of instructor. Times are arranged with instructor. Staff. Taught on a specialized basis to address particular student needs.

Literature

ITALL 214 World News, Italian Views (IV)

Spring. 4 credits. Course limited to 18 students. Prerequisite: ITALA 209 or permission of instructor. Conducted in Italian. M. Migiel.

In this seminar, we read, discuss, and write about a variety of global and transnational issues that get debated in the Italian media. Our approach to these cultural issues is grounded in rhetorical and discourse analysis. Students are required to read articles from Italian and English (both U. S. and British) sources. Students who read other languages (e.g. French, Spanish, etc.) are encouraged to offer points of comparison. Topics include: current events; international politics; developments in science and technology; economic and business ventures; literary bestsellers; movies; sports.

ITALL 215 The Cinematic Eye of Italy (IV)

Fall. 3 credits. Conducted in Italian. Prerequisite: ITALA 209 or permission of the instructor. T. Campbell.

In this sophomore seminar, Italian film is used to be explore the basics of film theory, as well as some of the most important issues in modern Italian cultural history. Films viewed include neorealist works, spaghetti westerns and "trash" films, and political films from the 1970s (Wertmüller, Cavani, Bertolucci). Readings are designed to introduce students to film criticism and recent debates in Italian visual and cultural studies.

ITALL 216-217 Introduction to Italian Literature (IV)

Fall: 216; spring: 217. 3 credits. Prerequisite: permission of instructor. ITALL 216 is not prerequisite to ITALL 217. Conducted in Italian. Fall, F. Cervesi-McCobb; spring, T. Campbell.

In this course, students develop their language skills in Italian by reading, discussing, and writing about short works of fiction (twentieth-century short stories in ITALL 216; twentieth-century prose works in ITALL 217).

ITALL 221 The Italian Renaissance (also HIST 350) # (III or IV)

Spring. 4 credits. J. Najemy. For description see HIST 350.

ITALL 223 The Rise of Modernism (also ITAL 623) (IV)

Fall. 4 credits. S. Stewart-Steinberg. This course will cover the period from the early nineteenth century through the rise of fascism. We will study the movement for

national unification (the Risorgimento), the drive to "make Italians," the rise and fall of liberalism, and the coming to power of the cultural products, such as literature, opera, and film.

ITALL 230 The Uses of Learning

Spring. 4 credits. Enrollment is limited to 15 students. M. Migiel.

This seminar is dedicated to exploring questions such as: What is knowledge good for? That is, if there are "uses" for it, what are they? Are some kinds of knowledge better than others? Are there certain things that one absolutely ought to know? Should the acquisition of knowledge be restricted (to an elite, to a given class, sex, race, ethnicity, nationality, etc.)? Is the alternative (democratic mass education) at all possible? If it is the case that not all people achieve their full learning potential, why does this happen (i.e., do we in fact restrict the acquisition of knowledge without making this fully explicit)? What is the role of education in a contemporary democracy in which science and technology are ever more dominant? And what is the role for the humanities in such a society? What is an "intellectual" and how do we conceive of his/her role in society?

The seminar readings are organized around two interrelated clusters. On one hand, we read excerpts from authors who have done a great deal to shape our philosophical reflections about questions like these (e.g., Plato, Augustine, select Italian humanists, Rousseau, Wollstonecraft, Gramsci, Dewey, Montessori, Freire). On the other hand, we look to several acclaimed authors of the Italian 20th century (e.g., Italo Calvino, Primo Levi, Elsa Morante, Umberto Eco) to see how they have grappled with these questions in their fictional and other prose works. All readings for the course will be available in English translation. Students write analytic and personal essays. While not restricted to sophomores this course is intended to offer students, especially sophomores, an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context.

ITALL 300 Italian Practicum

Fall, spring. 1 credit. Conducted in Italian. Fall: S. Stewart-Steinberg; spring: T. Campbell and M. Migiel.

Students enrolled in an Italian literature or culture course that is conducted in English (e.g., ITALL 221, 223, 230, and 479) may opt to take this one-credit Practicum in Italian, provided that they have already attained proficiency in the language. Students in the Practicum spend one class hour per week discussing selected issues or texts in Italian; they also complete an appropriate amount of written work in Italian.

ITALL 360 Fin-de-Siècle Italy: The Power of the Other (also ITALL 660) (IV)

Spring. 4 credits. Taught in Italian. S. Stewart-Steinberg.

This course explores the construction of Italian subjectivity after Italian Unification and the pressures exerted on this subjectivity in the wake of the crisis of the liberal state and of the advent of fascism. The analytic lens of this investigation is the power exerted on the Italian subject by the "Other": women, children, colonial subjects, criminals, Southerners, ghosts or angels. Texts include those of Verga, Collodi, D'Annunzio, Fogazzaro, Lombroso, Svevo, DeSancis, Verdi, Pastrone.

ITALL 385 Modern Italian Travel Writing (also ITALL 685)

Spring. 4 credits. Prerequisite: permission of instructor. Conducted in Italian. T. Campbell.

This course is an introduction to modern travel narratives in the Italian context. We read a range of texts dating from the late 19th to mid-20th centuries that urge travel as their theme, with a particular emphasis placed on North-East Africa and Latin America. The course begins with missionary accounts from Eritrea, continues with the correspondence of Italian emigrants to Argentina and Brazil, and then turns to minor classic of Italian travel literature: Flaiano's *Tempo di uccidere*, Tobino's *Deserto di Libia*, Carlo Levi's *Cristo si è fermato a Eboli*, and Bondonaro's *La spartenza*. We examine the ways in which travel writing produces a space of displacement, consider the relation between technology, travel and aesthetics, and discuss the forms by which the distinction between foreign and Italian are observed.

ITALL 389 Modern Italian Novel (also ITALL 689) (IV)

Fall. 4 credits. Prerequisite: permission of instructor. Students who have taken ITALL 389 previously are permitted to re-take the course for credit, provided that the readings are different. Conducted in Italian. T. Campbell.

This course is devoted to theorizing the advent of the modern novel in Italy. Works by D'Annunzio, Marinetti, Bontempelli, Pirandello, Palezzeschi and Svevo will be read in order to examine the space of memory and the time of narrative experience specific to modern narrative.

ITALL 419-420 Special Topics in Italian Literature

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. Fall: T. Campbell and S. Stewart-Steinberg; spring: T. Campbell, M. Migiel and S. Stewart-Steinberg.

Guided independent study of specific topics.

ITALL 429-430 Honors in Italian Literature

429, fall; 430, spring. 8 credits year-long course. R, fall; letter grade, spring. Limited to seniors. Prerequisite: permission of instructor. M. Migiel and staff.

ITALL 479 Patronage and the Medici (also ITAL 679 and HIST 479) # (III or IV)

Spring. 4 credits. J. Najemy. For description, see HIST 479.

ITALL 623 The Rise of Modernism (also ITALL 223)

Fall. 4 credits. S. Stewart-Steinberg. For description, see ITALL 223.

ITALL 639-640 Special Topics in Italian Literature

639, fall; 640, spring. 4 credits each term. Fall: T. Campbell and S. Stewart-Steinberg; spring: T. Campbell, M. Migiel and S. Stewart-Steinberg.

ITALL 660 Fin-de-Siècle Italy: The Power of the Other (also ITALL 360)

Spring. 4 credits. S. Stewart-Steinberg. For description, see ITALL 360.

ITALL 679 Patronage and the Medici (also ITALL 479 and HIST 479)

Spring. 4 credits. J. Najemy. For description, see HIST 479.

ITALL 685 Modern Italian Travel Writing (also ITALL 385)

Spring. 4 credits. Prerequisite: permission of instructor. Conducted in Italian. T. Campbell.

For description, see ITALL 385.

ITALL 689 Modern Italian Novel (also ITALL 389)

Fall. 4 credits. Prerequisite: permission of instructor. Students who have taken ITALL 689 previously are permitted to re-take the course for credit, provided that the readings are different. Conducted in Italian. T. Campbell.

For description, see ITALL 389.

Portuguese

Faculty: J. Oliveira

PORT 121-122 Elementary Brazilian Portuguese

121, fall; 122, spring. 4 credits each term. Intended for beginners, for students with little or no fluency in Spanish. Students may attain qualification upon completion of 122 by achieving a satisfactory score on a special examination. J. Oliveira.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

PORT 209 Intermediate Conversation I: Portuguese for Spanish Speakers @

Fall. 3 credits. Provides language proficiency. Prerequisites: PORT 122 or permission of instructor. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. J. Oliveira.

Intended for students who have taken 121-122, and for students who are either native/near-native speakers of Spanish or another Romance Language (or CASE Q++). The course presents a fast paced review on improving grammatical accuracy and on enriching vocabulary. This is an all-skills course designed to establish a groundwork with particular emphasis on Brazilian Portuguese spoken within the context of its culture. Listening comprehension and speaking activities aim at improving oral communication within its cultural context.

PORT 219 Intermediate Conversation II: Portuguese for Spanish Speakers

Spring. 3 credits. Prerequisite: PORT 209. J. Oliveira.

This course further refines the development of accurate writing and oral expression. It provides a continuation of grammar review with special attention to pronunciation and the development of a more accurate conversational colloquial communication of Brazilian Portuguese. Includes readings in contemporary Portuguese and Brazilian prose and some writing practice.

PORT 319 Readings in Luso-Brazilian Literature of the 19th Century @ # (IV)

Fall. 4 credits. Prerequisite: permission of instructor. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. J. Oliveira.

This course takes a broad approach to selective writings of representative Luso-Brazilian authors from the nineteenth century to the present Machado de Assis, Aluísio de

Azevedo, Lima Brreto, Manoel Antonio de Almeida, Eça de Queiroz, and others. The course is divided into small sections. The students may read all works in the Portuguese or in translation. Assignments include short book reports, and students select a topic for in-depth research to the writing of a final term paper.

PORT 320 Readings in Luso-Brazilian Literature of the 20th Century @ (IV)

Spring. 4 credits. Prerequisite: permission of the instructor. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. J. Oliveira.

This course explores a broad approach to selective writings of contemporary Brazilian and Portuguese authors such as Graciliano Ramos, J. L. do Rego, Jorge Amado, Clarice Lispector, Moacyr Scliar, Fernando Pessoa, João Saramago and others. The course is divided into small sections. The students may read all works in the Portuguese or in translation. Assignments include short book reports, and students select a topic for in-depth research to the writing of a final term paper.

Quechua

Faculty: L. Moratõ-Peña.

QUECH 121-122 Elementary Quechua

121, fall; 122, spring. 4 credits each term. Prerequisite: for 122: QUECH 121. L. Moratõ-Peña.

A beginning conversation course in Quechua.

QUECH 136 Quechua Writing Lab

Spring. 1 credit. Prerequisite: concurrent enrollment in QUECH 122 or instructor's approval. Letter grade only. L. Moratõ-Peña.

Computer-assisted drill and writing instruction in elementary Quechua.

QUECH 209-219 Continuing Quechua

209, fall; 219, spring. 3 credits each term. Prerequisites: for QUECH 209: QUECH 122 or equivalent; for QUECH 219: QUECH 209 or equivalent. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. L. Moratõ-Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

QUECH 300 Directed Studies

Fall, spring. 1-4 credits variable. Prerequisite: permission of instructor. L. Moratõ-Peña.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Romance Studies

ROM 323 Comparative Romance Syntax (also LING 323) (III)

Spring. 4 credits. Prerequisites: LING 101, or equivalent and qualification in any romance language. C. Rosen.

For description, see LING 323.

Spanish

M. A. Álvarez, S. Amigo-Silvestre, C. Morón Arroyo, L. Carrillo, D. Castillo (director of undergraduate studies), E. Dozier (associate chair for language instruction), M. A. Garcés (director of graduate studies), M. García (visiting), Z. Iguina, C. Lawless, N. Maldonado-Méndez, L. Moratõ-Peña, J. E. Paz-Soldán, J. M. Rodríguez-García, M. K. Redmond, J. R. Resina, J. Routier-Pucci, X. Rupert de Ventos (visiting), E. Sánchez-Blake, A. Stratakos-Tió, M. Stycos. Emeritus: J. W. Kronik.

The Major

The Spanish major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, and to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult Professor Debra Castillo, dac9@cornell.edu, the Director of Undergraduate Studies, in Morrill Hall 323D, who will admit them to the major, and assign them an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Spanish majors have great flexibility in devising their programs of study and areas of concentration. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Students interested in majoring in Spanish linguistics should contact the Department of Linguistics.

SPANL 218 and SPANR 219 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

All tracks include the following core:

1. SPANR 311 and 312
2. SPANL 316, 318 and 319 (not necessarily in that order)

The Spanish Literature Option

The Spanish Literature Option normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.

Spanish Language Option

A combination of literature and linguistics.

Area Studies Option (Spanish, Latin American, or U.S. Latino Studies):

At least 20 credits of courses at the 300 level and above in any of these focus areas beyond the core, all courses to be approved through consultation with the major advisor. Courses should reflect interdisciplinary interests in the

area and may include up to three other academic fields of interest. For example, a student interested in Latin American studies may want to include courses on such topics as Latin American history, government, rural sociology, and economics. Students who want to specialize in U.S. Latino issues may want to include such topics as sociology of Latinos, Latino history, and Latino medical issues in addition to further studies in literature. Students planning on spending a year or semester in Seville (but not exclusively such students) frequently plan their coursework to emphasize Spanish history, art, political economy, and other related field courses, such as courses on Islam and Moorish Spain.

Students are encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as History, Philosophy, Sociology, Anthropology, Art, Music, Classics, English, Comparative Literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Latino Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

Study Abroad in Spain. Cornell, the University of Michigan, and the University of Pennsylvania cosponsor an academic year in Spain program. Students enrolled in this program spend the first month before the fall semester begins in an orientation session at the University of Seville, where they take coursework in Spanish language and culture and take advantage of special lectures and field trips in Andalusia. The College of Arts and Sciences awards three credits for orientation. Once the semester begins, students enroll in regular classes at the University of Seville and at the program's center facility. Center courses are designed for the program and include a seminar offered by the resident director, from the faculty of either Cornell, Michigan, or Pennsylvania. Other center courses typically include history of art, history of the Mediterranean region, a literature course, and Spanish composition and syntax. In Seville, students live in private homes and a rich array of cultural activities and excursions are organized every semester.

Applicants are expected to have at least completed SPANR 219 prior to departure. Students are strongly encouraged to study abroad for the entire year rather than one semester. Students interested in the study abroad program should visit Cornell Abroad in 474 Uris Hall and take a look at the Cornell Abroad web site: www.einaudi.cornell.edu/cuabroad.

Study Abroad in Bolivia: The Summer program in Cochabamba, Bolivia is sponsored by the Latin American Studies Program and accepts both undergraduate and graduate students. Students live with Bolivian families and normally take two courses with Cornell faculty who participate in this program. In addition to course work in Bolivian culture, politics, and social movements, the program features the opportunity to do intensive study in Quechua, the native language spoken by many Bolivians, as well as Spanish, and to participate in research and internships with grass-roots communities, government offices, and businesses.

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essay (see SPANL 429-430).

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course in order to accommodate those on the waiting lists.

All Spanish language courses are offered by the Department of Romance Studies, and Spanish linguistics courses are offered by the Department of Linguistics.

SPANR 112 Elementary Spanish: Review and Continuation

Fall, 4 credits. Prerequisite: LPS score 37-44 or SAT II 370-450. S. Amigo Silvestre (course coordinator) and M. Alvarez.

This course is designed for students who have taken some Spanish and who have a placement score of 37-44 or SAT II 370-450. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken SPANR 121 may enroll for this course. As part of the final exam, students take the LPS and, according to their score, may place into SPANR 123 (score below 56), or receive qualification and place into the 200-level courses (score 56 or above).

SPANR 121-122 Elementary Spanish

121, fall and summer; 122, spring. 4 credits each term. Prerequisite: for SPANR 122: SPANR 121. M. K. Redmond (course coordinator) and staff.

This course is intended for students with no experience in Spanish. (Students who have previously studied 2 or more years of Spanish are not eligible for 121 unless they have an LPS score lower than 37 or SAT II lower than 370.) The course provides a thorough grounding in all language skills.

SPANR 123 Continuing Spanish

Fall, spring, summer. 4 credits. *Provides language qualification.* Prerequisite: SPANR 112 or SPANR 122, or an LPS score 45-55 or SAT II 460-580. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. Fall: N. Maldonado-Méndez (course coordinator), L. Morató-Peña, and staff; spring: N. Maldonado-Méndez (course coordinator), L. Morató-Peña, and staff; summer: A. Stratakis-Tiö.

This is a lower-intermediate level course that provides an intensive grammar review in communicative contexts and practice in all skills. After this course, the student may take SPANR 200, 207, or 209.

SPANR 200 Spanish for English/Spanish Bilinguals (also LSP 202)

Fall, spring. 3 credits. *Provides language proficiency.* Prerequisite: LPS score 56 or higher, SAT II 590 or higher, CASE placement, or permission of instructor. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. N. Maldonado-Méndez.

This is a course designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills. Not available to students who have taken SPANR 207 or 209.

SPANR 207 Intermediate Spanish for the Medical and Health Professions

Fall, spring. 3 credits. *Provides language proficiency.* Prerequisite: Spanish 123, LPS score 56-64, or SAT II 590-680, or CASE Q, or permission of instructor. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. Students who have taken SPANR 200 or 209 should speak to the instructor. A. Stratakis-Tiö.

This course provides a conversational grammar review, with dialogues, debates, compositions, and readings on health-related themes. Special attention is given to relevant cultural differences.

SPANR 209 Spanish Intermediate Composition and Conversation I

Fall, spring. 3 credits. *Provides language proficiency.* Prerequisite: SPANR 123, LPS score 56-64, or SAT II 590-680. Not available to students who have taken SPANR 207. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. Fall: J. Routier-Pucci (course coordinator), M. Alvarez, C. Lawless and staff; spring: S. Amigo-Silvestre, C. Lawless, J. Routier-Pucci (course coordinator), E. Sánchez-Blake and staff.

This course provides a conversational grammar review with special attention to the development of accurate and idiomatic oral and written expression. Assignments include composition-writing, the reading and discussing of Spanish and Spanish American short stories and poetry, and the viewing of several films.

SPANR 219 Spanish Intermediate Composition and Conversation II

Fall, spring. 4 credits. Prerequisite: SPANR 207 or 209, or CASE Q+, or permission of instructor. This course, or its equivalent, is required for entering the major and for admission to the Cornell Abroad program. Z. Iguina (course coordinator, fall) and E. Dozier (course coordinator, spring) and staff.

This is an advanced-intermediate course designed for students who want to further broaden their knowledge of the language and related cultures, as well as improve their comprehension and communication skills.

SPANR 300 Directed Studies

Fall, spring. 1-4 credits variable. Prerequisite: permission of instructor. Times arranged with instructor. Staff.

Taught on a specialized basis to address particular student needs.

SPANR 310 Advanced Spanish Conversation and Pronunciation

Spring. 3 credits. Prerequisite: SPANR 219 or equivalent. The S-U option is not available to undergraduates, and is available to graduate students only by exceptional permission from the course coordinator. Z. Iguina.

This is a conversation course with intensive oral practice obtained through the production of video programs. Students practice the

fundamental aspects of communication in the standard spoken and written Spanish, with some focus on dialectal variations. There are weekly pronunciation labs.

SPANR 311 Advanced Spanish Composition and Conversation I

Fall, spring. 4 credits. Prerequisite: SPANL 218 or SPANR 219 or CASE Q++ or equivalent. M. Stycos and staff.

Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

SPANR 312 Advanced Spanish Composition and Conversation II

Fall, spring. 4 credits. Prerequisite: SPANR 311 or permission of instructor. M. Stycos.

Readings and class discussion focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

SPANR 315 Translating From Spanish-Translating From French (also FRROM 315)

Fall. 4 credits. Prerequisite: SPANR 312 or FRROM 312, or permission of the instructors. J. Routier-Pucci and C. Porter.

This seminar-type experiment, open to students who have successfully passed the highest 300-level language course offered in either Spanish or French, will focus on translating from the SL (source language) into the TL (target language, i.e. English). The objective of the course is to learn and practice the skill of translating from one of the SLs into English, and in so doing, investigate the various technical, stylistic, and cultural difficulties encountered in the process. To attain this objective, the students will be exposed to a series of translation tasks, conducted individually or in groups: they are asked to justify their translations, compare different translations of the same passage, work on different types of texts, and edit each other's translations.

SPANR 630 Spanish for Reading

Spring. 3 credits. Limited to graduate students. J. Routier-Pucci.

Designed for those with little or no background in Spanish and little exposure to written Spanish, this course primarily aims to develop skill in reading Spanish. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. The choice of texts depends on the interests of the students in the course.

Literature

SPANL 218 Introduction to Hispanic Literature @ (IV)

Fall, spring. 3 credits. Prerequisite: SPANR 200, or 207, or 209 or CASE Q+, or permission of coordinator. The course is divided into small sections and is taught mainly in Spanish. The course that normally follows SPANL 218 is SPANR 311. C. Lawless and staff.

An intermediate course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and

analytical abilities. The cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

SPANL 245 Cinematic Images of Change

Spring. 3 credits. Prerequisite: SPANL 218 or SPANR 219, CASE Q++ or permission of instructor. Conducted in Spanish. A maximum of 20 students. C. Lawless. How does film reflect special political change in Latin America? Can cinematic images achieve changes in society? Such questions form the base of our historical and cultural investigation. The focus is on three major Latin American film producers—Cuba, Mexico, and Argentina—and will include a comparative look at selective Spanish films as well. An example of films under investigation are: "La hora de los hombres", "Lucía", "Amores Perros", and "La vida es silbar". Films and readings are in Spanish.

SPANL 246 Contemporary Narratives by Latina Writers (also LSP 246 and WOMNS 246) (IV)

Fall. 3 credits. Conducted in English. L. Carrillo. This course offers a survey of narratives, including novels, short fiction, essays, political/feminist manifestoes and memoirs by representative Latina writers of various Latino ethnic groups in the United States and the Americas including, Chicana, Chilean, Cuban, Dominican, and Puerto Rican, among others. We investigate the parallel development of a Latina perspective on personal, social and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960's through to contemporary feminist activism and women of color movements. We investigate these works as artistic attempts to deal with issues of culture, language and bilingualism, family, gender, sexuality, and domesticity among others. We account for regional distinctions and contributions. Readings include works by Julia Alvarez, Elena Castedo, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Ana Lydia Vega, and others.

SPANL 301 Hispanic Theater Production

Fall. 1–2 credits. D. Castillo. Students involved in Hispanic Theater Production develop a specific dramatic text for full-scale production. The course involves selection of an appropriate text, close analysis of the literary aspects of the play, and group evaluation of its representational value and effectiveness. All students signing up for the course are involved in some aspect of production of the play, and write a final paper as a course requirement. Credit is variable depending upon the student's role in play production: a minimum of 50 hours of work is required for one credit; a maximum of two credits will be awarded for 100 hours or more of work.

SPANL 313 Creative Writing Workshop (IV)

Fall. 4 credits. Prerequisite: Spanish 218 or 219, or CASE Q++, or permission of instructor. Conducted in Spanish. E. Paz-Soldán. Focused on the practice of narrative writing in Spanish. We explore what makes a novel and a short story work, paying close attention to narrative structure, plot, beginnings/endings, character development, theme, etc. We read classic novels and short stories as points of

departure for the discussion. Since the course is a workshop, students are expected to write their own fiction.

SPANL 316 Readings in Modern Spanish Literature (IV)

Fall, spring. 4 credits. Conducted in Spanish. Prerequisite: SPANL 218, SPANR 219 or CASE Q++, or permission of instructor. Fall: C. Arroyo and J. M. Rodríguez-García; spring: J. Resina and C. Arroyo. Readings and discussion of representative texts from Spain from the Romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

SPANL 318 Readings in Modern Spanish American Literature (IV)

Fall, spring. 4 credits. Conducted in Spanish. Prerequisite: SPANL 218, SPANR 219, or CASE Q++, or permission of instructor. Fall: M. García, M. Stycos, and C. Lawless; spring: C. Lawless and M. García. Readings and discussion of representative texts of the nineteenth and twentieth centuries from various regions of Spanish America. Among the authors considered are Darío, Borges, Cortázar, García Márquez, and Valenzuela.

Note: The prerequisite for the following courses, unless otherwise indicated, is SPANL 316 and 318 or permission of instructor.

SPANL 319 Renaissance Hispanisms # (IV)

Fall, spring. 4 credits. Conducted in Spanish. Prerequisite: SPANL 316 and SPANL 318. SPANR 312 is recommended. M. A. Garcés. In Spain, the cultural revolution known as the Renaissance produced a glittering array of artistic works—both in literature and the arts—which gave rise to the term Golden Age. There was a "darker side" to the Renaissance, however, which juxtaposed the conquest of America with the establishment of the Inquisition and the expulsion of the Jews. The tale of these relations of exclusion and fascination with the *other* is recapitulated by the literature of the period. Readings may be drawn from Columbus, Cabeza de Vaca, *Lazarillo de Tormes*, Garcilaso de la Vega, San Juan de la Cruz, Cervantes, Maria de Zayas, Quevedo, Lope de Vega, and Calderón, among others.

SPANL 320 Perspectives on Latin America (also LASP 301) @ (IV)

Spring. 3 credits. Conducted in English. J. M. Rodríguez-García. This interdisciplinary, co-taught course is offered every spring through the Latin American Program. It is highly recommended for Latin American Studies Concentrators. Topics vary by semester, but readings always focus on current research in various disciplines and regions of Latin America. The range of issues addressed include the economic, social, cultural, and political trends and transitions in the area. In the weekly meetings, instructors and guest lecturers facilitate student discussions. Students taking the course are required to participate in all class discussions and write one research paper in their chosen focus area.

SPANL 323 Readings in Latin American Civilization

Fall. 4 credits. P. Perez-del Solar.

The first half of the course will examine the historical development of Latin American society, culture, and institutions; the second half will be devoted to oral presentations and in-depth discussion of topics of contemporary interest that students will have chosen and researched (for example, the political and economic crisis in Central America, Caribbean literature, Mexican muralism, etc.). The final paper will be based on that presentation.

SPANL 333 The Spanish-American Short Story

Spring. 4 credits. E. Paz-Soldán. A study of the short narrative genre as it has been practiced in Spanish America during the past two centuries. In addition to representatives of the Romantic, Realist, Modernist, and criollista schools, the course focuses on contemporary writers such as Arreola, Borges, Cortázar, Fuentes, García Márquez, and Rulfo.

SPANL 352 Race and Literature in the Hispanic Caribbean/Literatura y raza en el Caribe Hispánico

Fall. 4 credits. Conducted in Spanish. M. García. This course serves as an introduction to the discussion of the complex inter-relationship between race, colour, and class in the Caribbean. To explore the formation of these relationships over time we examine the cultural production of the region. Through a series of readings we discuss a number of issues ranging from race and national formations, to the shaping of cultural citizenship and subjectivity. We begin by looking at the similarities and diversity of slavery throughout the Caribbean, in the framework of Old and New World slave formations, and the Americas. We assess the impact of the plantation society in cultural representations as well as race and ideology in post war politics. We then concentrate our efforts on the literary production of the twentieth century and its representation of the contemporary debates on race and racism in the region. Students are expected to actively participate in class discussions.

SPANL 358 Modern Catalan Literature

Fall. 4 credits. Conducted in Spanish. J. R. Resina. This course attempts to correct the usual understanding of Spanish Peninsular literature and culture exclusively from the Castilian tradition and language. Despite this established misperception, Spanish culture is made up of different languages and traditions, representing widely divergent sensibilities and points of view. In order to understand contemporary Spanish culture in its complexity, it is indispensable to be acquainted with this diversity and to gain some familiarity with the cultural traditions in which the diversity is expressed. Among these other languages and traditions, Catalan is the strongest in density and scope. With ten million speakers, or one fourth of the population of Spain, it represents a cultural community larger than that of various European countries. Centered in the city of Barcelona, this cultural community has long combined an active internationalism and interculturality with a heightened awareness of the concrete and the local as the embodiment of the universal. The purpose of the course is not only to highlight the existence of another literary tradition, but to change the uniform view of Spanish culture by supplementing an in-depth exploration of an alternative path to modernity. This course is a survey of the most important Catalan authors of the last century.

Readings include a selection of texts from the late nineteenth-century *Renaixença* movement and from early twentieth century movements like Modernisme, Noucentisme, and the Avant-Garde, as well as a selection of mid- and late twentieth century works. The authors studies include Oller, Maragall, d'Ors, Salvat-Papasseit, Riba, Pla, Villalonga, Rodoreda, Monzó, Roig, Marçal, Moncada. All readings are in Spanish translation.

SPANL 359 A Stranger in the Family: the Nineteenth-Century Novel of Adultery

Spring. 3 credits. J. R. Resina.

In the 1960s a category of novels develops in Spain that seeks to account for history in terms of personal experience and self-understanding. Confronting the official "memory" of the Franco regime, authors recreate the past through subjective remembrance, stressing the unreliability of narrative assertion and the frailty and contingency of the history thus rescued. By an ideological reversal, the 1980s and 1990s are a period of political aestheticization driven by the political command to forget the past. A few authors explore the social implications of a modernization cut loose from even the most recent historical memory, recuperating the figure of the lone individual in the time bubble of consciousness. Beginning with Ana María Matute's *Primera Memoria* (1960), Merce Rodoreda's *La plaça del Diamant* (1962), and reading through significant works of 1980s and 1990s like Julián Marías's *Corazón tan blanco*, Manuel Vázquez Montalbán's *Galíndez* and Juan Marsé's *El embrujo de Shanghai*. Some of the theoretical issues explored include the relation between fiction and memory, the fantastic, and the social construction of memory.

SPANL 373 Poetry and History of the Americas: Transatlantic Readings (also SPANL 673)

Fall. 4 credits. Conducted in Spanish.

J. M. Rodríguez-García.

The aim of this course is to survey the poetry produced on both sides of the Atlantic by modern Spanish and Spanish American poets who have reflected on what it means to be an American and to dwell in and on America—geographically, culturally, and politically. American has long been construed as a continent in which poetry can be discovered everywhere and where the (male) epic poet can imaginatively steer the course of history by projecting his voice ahead of his time, in prophetic utterances that challenge the *données* of Western European culture. In this course we treat poetry as both prophetic and historical discourse, and accordingly use, in the analysis of individual poems, some insights derived from recent work in narratology, speech-act theories, political sociology, and translation and transculturation theories, as well as from the poststructuralist critique of historiography.

SPANL 407 Grammatical Structure of Spanish I (also LING 407) (III)

Fall. 4 credits. M. Suñer.

For description, see LING 407.

SPANL 409 The Generation of 1898 (also SPANL 609)

Spring. 4 credits. Conducted in Spanish. C. Arroyo.

A seminar on one of the most controversial moments in Spanish civilization. Topics covered include the Cubans' war of indepen-

dence; José Martí; the Spanish-American War; the idea of generation in literature; the search for "the soul of Spain"; the contemporary European discourse on national identity; the origins of Catalan and Basque nationalism; the generation of 1898 and Modernism. Readings include Unamuno, Rubén Darío, Valle-Inclán, Benavente, Azorín, Baroja, R. de Maeztu, A. Machado.

SPANL 419-420 Special Topics in Hispanic Literature

419, fall; 420, spring. 2-4 credits each term.

Prerequisite: permission of instructor. Staff.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

SPANL 428 Vargas Llosa

Fall. 4 credits. E. Paz-Soldán.

The Peruvian Mario Vargas Llosa is one of the most important Latin American writers today, somebody whose works have already achieved classic status. One of the key figures of the Boom movement, he has managed to remain relevant and controversial. In this course, we explore the development of his literary career, beginning with his short stories and early novels such as *La ciudad y los perros*, and ending with his latest works. We analyze his contributions to the form of the novel, and also study his political ideas, from his Marxism and his support of the Cuban revolution, to his switch to the right.

SPANL 429-430 Honors Work in Hispanic Literature

429, fall; 430, spring. 8 credits. Year-long course, R grade fall semester, letter grade spring semester. Limited to seniors with a superior academic record. Prerequisite: permission of instructor. Fall: D. Castillo; spring: E. Paz-Soldán.

SPANL 446 The Cross and the Crescent: Early Modern Christian Contacts with Islam (also NES 437 and HIST 429) # @ (III or IV)

Fall. 4 credits. Conducted in Spanish.

Prerequisite: SPANL 316, SPANL 318, SPANL 319, or permission of the instructor. M. A. Garcés.

Under the Medieval caliphate, and under the Persian and Turkish dynasties, the empire of Islam was the richest, most powerful, most creative, most enlightened region in the world. Tenth-century Córdoba in al-Andalus was in the pinnacle of its glory, giving rise to such poets and philosophers as Ibn Hazm and Ibn Rushd, better known as Averroes. Christendom was on the defensive: In the Iberian Peninsula, the *Reconquista* advanced, fueling an in-built hostility against Islam. In 1492, the Catholic monarchs Ferdinand and Isabella conquered the Moorish kingdom of Granada and unified Spain under Christianity. But in the southeastern Europe, where the Ottoman Sultan assaulted first the Byzantine Emperor and then the Holy Roman Empire of Charles V, Muslim power continued to prevail, particularly in the early modern Mediterranean wars against Spain. This course traces the development of these encounters in medieval and early modern Spain through the study of historical and literary texts from Ibn Hazm of Córdoba to the sixteenth-century Iberian obsession with Moorish motifs, represented by the *Abencerraje* and the *Romancero*, to the depiction of the conflicts between Christianity and Islam in works by Leo Africanus, López de Gómpara, Hurtado de Mendoza, Pérez de Hita, Cervantes, and Antonio de Sosa, among

others. Particular attention will be paid to the construction of a Spanish national identity, created through Christian-Islamic confrontations.

SPANL 454 La Imaginación antropológica en el Caribe Hispánico/The Anthropological Imagination in Caribbean Literature

Spring. 4 credits. Conducted in Spanish.

M. García.

Can one truly know the Other without doing violence to him or her and to his or her culture? Is contamination with Western culture desirable; will it not bring about destruction? Is it possible to write about one's knowledge of the Other without distorting his or her culture beyond recognition? Is it impossible to make fiction out of any such attempt? These are some of the questions that are explored in this course. We begin with a broad consideration of anthropology that distinguishes between the various sub-genres and discourses it has spawned, such as functional anthropology, ethnography, and the fieldwork diary of cultural anthropology. This discussion not only allows for a nuanced consideration of a series of Latin American literary texts but also provides a fruitful polemic for engaging other critics such as Roberto González Echevarría, who have also argued for the influence of anthropological discourse in modern Latin American literature. I believe that by making distinctions in the various discourses that anthropology has produced one can understand fully its presence and influence in the literature produced in the region. We follow with an examination of the various ways in which authors position themselves and their writing with respect to the Subject/Other divide that is the crux of anthropological discourse. For example, in Carpentier, one can see a deliberate use of the aestheticization of anthropological thought—what James Clifford has called "ethnographic surrealism"—that marked the avant-garde in the Twenties and Thirties and allowed Carpentier to claim a superiority vis-à-vis European reality. We also engage in discussions about "testimonios" and their mediations, the uses of myth, folklore, and religion, the importance of travel stories, and the development of slave narratives.

SPANL 469 Mystics and Moralists (also SPANL 669) # (IV)

Fall. 4 credits. C. Arroyo.

Reading of Francisco de Osuna, Spanish Erasmianism, St. Teresa de Jesús, Fr. Luis de León, and St. John of the Cross, preceded by an anthology of medieval mysticism in which we pursue the emergence of the mystical systems and terminology. The decline of mysticism in Spain around 1600 and the emergence of a moralist literature. The impact of Justus Lipsius's new humanism, "French Learning"; J. Barclay; their presence in Quevedo and Gracián. The baroque generations, the origin of the terms criticism and gusto.

SPANL 483 MACONDO/McONDO: Our "Fin de Siglo" (IV)

Spring. 4 credits. Conducted in Spanish.

E. Paz-Soldán.

A review of Latin American narrative of the last two decades, in the context of the modernity/postmodernity debate, and in view of the social, cultural, and political changes brought about by globalization. Topics will include the new historical novel, the emergence of new cultural actors, magical

realism, and the revolt against it by the new generation of Latin American writers. Works by Vargas Llosa, Allende, Tomas Eloy Martínez, Mastretta, among others.

SPANL 492 Latin American Women Writers (also WOMNS 481 and COM L 482) @ (IV)

Fall. 4 credits. Conducted in English.
D. Castillo.

This course provides a sampler of novels and short stories by and about Latin American women. We look at the question of self-construction and issues such as the social and political concerns involved in a specifically Latin American feminine identity. All works are read in translation. (Romance Studies students should read originals of the works from the Spanish.) Authors may include writers like Luisa Valenzuela (Argentina) and Rigoberta Menchu (Guatemala), Helena Parente Cunha and Clarice Lispector (Brazil), Helena Maria Viramontes (U.S.A.), and Simone Schwartz-Bart (Guadalupe).

SPANL 609 The Generation of 1898 (also SPANL 409)

Spring. 4 credits. Conducted in Spanish.
C. Arroyo.

For description, see SPANL 409.

SPANL 639-640 Special Topics in Hispanic Literature

639, fall; 640, spring. 2-4 credits each term.
Staff.

SPANL 669 Mystics and Moralists (also SPANL 469)

Fall. 4 credits. Conducted in Spanish.
C. Arroyo.

For description, see SPANL 469.

SPANL 673 Poetry and History of the Americas: Transatlantic Readings (also SPANL 373)

Fall. 4 credits. Conducted in Spanish.
J. M. Rodríguez-García.

For description, see SPANL 373.

SPANL 674 Contemporary Poetry and Culture (also COM L 674)

Spring. 4 credits. J. Monroe.

For description, see COM L 674.

RUSSIAN

P. Carden, acting chair, director of undergraduate studies (literature), (226B Morrill Hall); S. Paperno, director of Russian Language Program (226E Morrill Hall); W. Browne, L. Paperno, N. Pollak, S. Senderovich, G. Shapiro, V. Tsimberov, visiting; I. Medzhibovskaya.

For updated information consult our websites: (literature) <http://www.arts.cornell.edu/russian> (language) <http://russian.cornell.edu>

The Russian Major

Russian majors study Russian language, literature, and linguistics, and emphasize their specific interests. It is desirable, although not necessary, for prospective majors to complete RUSSA 121-122, 201-202, and 203-204 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of RUSSA 122 or the equivalent. Students who elect to major in Russian should consult Professor Carden as

soon as possible. For a major in Russian, students are required to complete (1) RUSSA 303-304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional credit. Such courses involve a one-hour section each week with work in the Russian language. Students may count two one-hour credits towards the 12 hours of Russian literature in the original language required for the major.

Study Abroad

Cornell is affiliated with the Council on International Educational Exchange program for Russian language study at St. Petersburg State University. Cornell students also frequently participate in the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from W. Browne, in the Department of Linguistics.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay. Students planning to take honors should consult Professor Carden in their junior year.

Russian Language

For details on all Russian language courses, see: <http://russian.dml.cornell.edu>. Any 3 or 4 credit Russian language course at the 200 level or above (203, 204 or 206) provides language proficiency.

RUSSA 103-104 Conversation Practice

103, fall; 104, spring. 2 credits each term. Must enroll in one section of 103 and one section of 121 in the fall; and one section of 104 and one section of 122 in the spring. M W 10:10-11:00. L. Paperno.

A highly interactive conversation class. Multimedia materials on our web site must be used on computers in the language lab or on the students' own computers.

RUSSA 121-122 Elementary Russian through Film

121, fall or summer; 122, spring or summer. 4 credits each term. May be taken alone and qualification will be achieved with satisfactory completion of 121-122-123; or may be taken concurrently with 103-104 and qualification will be achieved at completion of 122-104. M T W R F 11:15-12:05 or 12:20-1:10. L. Paperno, S. Paperno, V. Tsimberov.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Course materials include clips from original Russian films and TV programs.

RUSSA 123 Continuing Russian

Fall. 4 credits. Provides language qualification. Limited to students who have previously studied Russian or been placed by department. Satisfactory completion of RUSSA 123 fulfills the qualification portion of the language requirements. M T W R F 10:10-11:00. L. Paperno, S. Paperno, V. Tsimberov.

A course designed to prepare students for study at the 200 level. Authentic Russian materials are used: TV, books, etc.

RUSSA 203-204 Intermediate Composition and Conversation

203, fall or summer; 204, spring or summer. 3 credits each term. Provides language proficiency. Prerequisites: for RUSSA 203, qualification in Russian (RUSSA 123 or placement by department); for RUSSA 204, RUSSA 203 or equivalent. M T R F 1:25-2:15. L. Paperno, S. Paperno, V. Tsimberov.

Guided conversation, translation, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language. Course materials include CD-ROMS with clips from an original Russian feature film and work with Russian web sites.

RUSSA 205-206 Reading Russian Press

205, fall; 206, spring. 2 credits each term. RUSSA 205 together with 206 provides language proficiency. Prerequisite: qualification in Russian (RUSSA 122, 123 or placement by department). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement.

Times arranged with instructor. S. Paperno.

In this course students read unabridged articles on a variety of topics from current Russian periodicals and web pages.

Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature: see separate listings under RUSSL 201 and 202 for descriptions of these courses, which may be taken concurrently with the 203-204 and 205-206 language courses described above.

RUSSA 300 Directed Individual Studies

Fall or spring. 1 credit. Prerequisite: permission of instructor. Times arranged with instructor. Staff.

Taught on a specialized basis to address particular student needs usually related to a project or interests not addressed in other Russian courses.

RUSSA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. Provides language proficiency. Prerequisites: for RUSSA 303, RUSSA 204 or equivalent; for RUSSA 304, RUSSA 303 or equivalent. M W F 2:30-3:20. L. Paperno, S. Paperno, V. Tsimberov.

Course involves writing, reading, and conversation. Includes viewing and reading authentic language materials such as current Russian films (feature and documentary), newspapers, TV programs, and Russian web sites.

RUSSA 305-306 Directed Study in Writing and Grammar

305, fall; 306, spring. 2 credits each term. Prerequisite: placement by the department. Times arranged with instructor. Staff.

This course is intended for students with particular needs that cannot be met by any other Russian course (e.g., children of Russian immigrants who speak Russian at home but have not learned to read or write grammatically correct Russian).

RUSSA 309-310 Advanced Reading

309, fall; 310, spring. 4 credits each term. Prerequisites: for RUSSA 309, RUSSA 204; for RUSSA 310, RUSSA 309 or equivalent. Times arranged with instructor. L. Paperno, S. Paperno, V. Tsimberov.

The purpose of the course is to teach advanced reading skills. The weekly reading assignment is 20-40 pages of unabridged Russian prose, fiction or non-fiction. The discussion of the reading is conducted entirely in Russian and is centered around the content of the assigned selection. When possible, a special section for native speakers of Russian is taught, with larger reading assignments—up to 130 pages per week. This course cannot be used to satisfy the Humanities requirement.

[RUSSA 401-402 History of the Russian Language (also LING 417-418) (III)]

401, fall; 402, spring. 4 credits each term. Prerequisites: for RUSSA 401, permission of instructor; for RUSSA 402, RUSSA 401 or equivalent. Offered alternate years. Not offered 2002-2003. Times arranged with instructor. W. Browne.

Course considers phonological, morphological, and syntactic developments from old Russian to modern Russian.]

[RUSSA 403-404 Linguistic Structure of Russian (also LING 443-444) (III)]

403, fall; 404, spring. 4 credits each term. Prerequisites: for RUSSA 403, LING 101 and permission of instructor, for RUSSA 404, RUSSA 403 or equivalent. Offered alternate years. Not offered 2002-2003. Times arranged with instructor. W. Browne.

A synchronic analysis of the structure of modern Russian. RUSSA 403 deals primarily with phonology and 404 with syntax and word order.]

[RUSSA 409 Teaching Russian as a Foreign Language]

Fall, spring. 1 credit. Prerequisite: very good command of Russian language. Times arranged with instructor. S. Paperno.

Designed to equip the teacher of Russian with the ability to practice language instruction in the classroom. Geared to the courses and methodology used in the Russian language program at Cornell. Not a theoretical course.

[RUSSA 413-414 Advanced Conversation and Stylistics]

413, fall; 414, spring. 2 credits each term. Prerequisites: for RUSSA 413, RUSSA 303-304 or the equivalent; for RUSSA 414, RUSSA 413 or equivalent. Times arranged with instructor. V. Tsimberov.

Discussion of authentic unabridged Russian texts and films (feature or documentary) in a variety of nonliterary styles and genres.

[RUSSA 601 Old Church Slavonic (also LING 661)]

Fall. 4 credits. Prerequisite: students should know a Slavic or classical Indo-European language. This course is prerequisite to RUSSA 602 and 651. Offered alternate years. Not offered 2002-2003; next offered 2003-2004. Times arranged with instructor. W. Browne.

Grammar and reading of basic texts.]

[RUSSA 602 Old Russian Texts (also LING 662)]

Spring. 4 credits. Prerequisite: RUSSA 601. Offered alternate years. Not offered 2002-2003; next offered 2003-2004. Times arranged with instructor. W. Browne.

Grammatical analysis and close reading of Old Russian texts.]

[RUSSA 633-634 Russian for Russian Specialists]

633, fall; 634, spring. 1-4 credits variable.

Prerequisite: 4 years of college Russian.

For graduate and advanced undergraduate students. Times arranged with instructors.

L. Paperno, S. Paperno, V. Tsimberov.

The course is designed for students who specialize in an area of Russian studies requiring fine active control of the language. Fine points of syntax, usage, and style are practiced and discussed.

[RUSSA 651-652 Comparative Slavic Linguistics (also LING 671-672)]

651, fall; 652, spring. 4 credits each term.

Prerequisites: for RUSSA 651, RUSSA 601 taken previously or simultaneously or permission of instructor, for RUSSA 652, RUSSA 651 or permission of instructor.

Offered alternate years. Not offered 2002-2003. Times arranged with instructor.

W. Browne.

Covers sounds and forms of the Slavic languages and of prehistoric common Slavic. Also covers main historical developments leading to the modern languages.]

[RUSSA 700 Seminar in Slavic Linguistics]

Offered according to demand. Variable credit. Not offered 2002-2003. Times arranged with instructor. Staff.

Topics chosen according to the interests of staff and students.]

Russian Literature

A variety of courses are offered in Russian Literature; some course readings are in English translation, others are in the original Russian, others use both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, co-sponsored with the departments of History, Economics, Government, Comparative Literature, and others.

First-Year Writing Seminars: consult the John S. Knight Institute brochure for times, instructors, and descriptions.

[RUSSL 201-202 Readings in Russian Literature (IV)]

201, fall; 202, spring. 3 credits each term.

Prerequisite: qualification in RUSSL 201 is the prerequisite to 202. Not offered 2002-2003. M W F 1:25-2:15. G. Shapiro.

Open to freshmen. For non-native speakers of Russian. This course serves as an introduction to Russian literature in the original language. Readings in prose and verse may include works by Pushkin, Lermontov, Tiutchev, Fet, Tolstoy, Chekhov, and others.]

[RUSSL 207-[208] Themes from Russian Culture # (IV)]

207, spring; [208, not offered 2002-2003].

3 credits each term. M W F 2:30-3:20.

G. Shapiro.

These courses deal with various aspects of Russian culture, such as literature, art, music, religion, philosophy, and social thought. RUSSL 207 extends over the period from the beginning through the eighteenth century. RUSSL 208 covers the nineteenth and twentieth centuries. Russian culture is presented as part of Western civilization, with attention to its distinctive character. The basic

texts are literary works of moderate length in English translation. Classes incorporate audio/visual presentations (slides, tapes, film).

[RUSSL 233 Soviet Social and Family Life, WW II (also HIST 233) (III)]

For description, see HIST 233.

[RUSSL 277 Growing Up the Russian Way: Childhood in Literature and Film (IV)]

Fall. 4 credits. T R 8:40-9:55.

I. Medzhibovskaya.

Does childhood have a nationality? It is believed to be a universal, genuinely chaste human condition. As much as this is true, every culture and every epoch has its own distinct attitudes toward childhood. This is a survey course of key readings on childhood in the Russian mode. Particular attention is paid to conditions and policies that shape childhood in modern-era Russia. Course includes literary and other readings and film screenings, all in English.

[RUSSL 279 The Russian Connection, 1830-1867 (also COM L 279) # (IV)]

Fall. 4 credits. M W F 10:10-11:00. P. Carden.

As Russian prose began to find its voice, it responded with enthusiasm to the European prose tradition. One line of development in the Russian novel began with Rousseau's division between the needs of individual growth, nourished by solitude and introspection, and the demands of society. Tolstoy's *War and Peace* can be read as a summary and a testing of the novelistic tradition that grew out of the work of Rousseau, in both European and Russian literature. We follow the line that leads to Tolstoy's multifaceted inquiry, beginning with two short novels that set the tone for the introspective novel in the two traditions, Constant's *Adolphe* and Lermontov's *Hero of Our Time*. Looking at relevant excerpts from a range of European prose writers, Rousseau, Musset, Goethe, Stendhal, Thackeray among others, we think about the possibilities and limitations of the introspective novel as a form, especially as manifested in one of the monuments of the genre, *War and Peace*.

[RUSSL 280 The Russian Connection, 1870-1960 (also COM L 280) (IV)]

Spring. 4 credits. M W F 10:10-11:00.

P. Carden.

The European novel of introspection developed a second line of inquiry, in some respects counter to the tradition that grew out of the writings of Rousseau. Diderot's "Rameau's Nephew" may be taken as emblematic of a novel that goes beyond the search for self-understanding to focus on alienation, resentment, and rebellion. Dostoevsky was the inheritor of this line in the European prose tradition. His works, in particular *Notes from Underground* and *The Idiot*, are the focal point of our discussion. We follow up the tradition as Dostoevsky's influence returns the line to Europe in the works of writers like Camus and Sarraute.

[RUSSL 331 Introduction to Russian Poetry # (IV)]

Fall. 4 credits. Prerequisites: RUSSL 202 or equivalent and permission of instructor.

This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. T R 10:10-11:25. S. Senderovich.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.

[RUSSL 332 Russian Drama and Theatre (also THETR 322, COM L 322) # (IV)]

Spring. 4 credits. Not offered 2002–2003; next offered 2003–2004. S. Senderovich.

Covers selected topics. Includes discussion of a number of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Offers introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of the Russian theater. Among the works studied are Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings are in English translation. Additional assignments in critical literature are made for graduate students.]

[RUSSL 333 Twentieth-Century Russian Poetry (IV)]

Spring. 4 credits. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2002–2003. N. Pollak.

Course involves close readings of lyrics by major twentieth-century poets. All readings are in Russian.]

[RUSSL 334 The Russian Short Story (IV)]

Spring. 4 credits. Prerequisites: RUSSL 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2002–2003. P. Carden.

This course is a survey of two centuries of Russian story telling. Emphasis is on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.]

[RUSSL 335 Gogol # (IV)]

Fall. 4 credits. M W F 2:30–3:20. G. Shapiro. Selected works of Gogol are read closely and viewed in relation to his life and to the literature of his time. Readings are in English translation.

[RUSSL 337 Films of Russian Literary Masterpieces (also COM L 338) (IV)]

Fall. 4 credits. Not offered 2002–2003; next offered 2003–2004. S. Senderovich.

War and Peace and *Dr. Zhivago* are well-known American films relating to Russian literature of the nineteenth and twentieth centuries. Russian literature has been a matter of great interest both in the West and East. A clear cut practice of cultural translation is presented by film versions of Russian literary masterpieces. We perform a comparative analysis of these films, which provides an excellent opportunity for discussing problems of translation between various media and of cultural translation.]

[RUSSL 350 Education and the Philosophical Fantasies (also COM L 350) # (IV)]

Fall. 4 credits. T R 1:25–2:40. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human context is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasists who use the forms of fiction to explore fundamental issues of education. In this course we examine several key philosophical fantasies, among them Plato's

Republic, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim is to understand how the discourse on education became a central part of our Western tradition.

[RUSSL 367 The Russian Novel (also COM L 367) # (IV)]

Spring. 4 credits. Special discussion section for students who read Russian. Not offered 2002–2003. N. Pollak.

This course considers the rise of the Russian novel in the nineteenth century. May include works by Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov.]

[RUSSL 368 Russian Literature from 1917 to the Present (IV)]

Spring. 4 credits. No prerequisites. Special discussion section for students who read Russian. Not offered 2002–2003; next offered 2003–2004. Staff.

Readings are done in English translation. A survey focusing on the most important writers. Among the themes explored are Russian Modernism, social command, socialist realism, the Thaw, dissident and emigre literature, and post-modernism. Writers include Blok, Mayakovsky, Babel, Olesha, Platonov, Pasternak, Nabokov, Solzhenitsyn, the two Erofeevs, and contemporary women poets and short story writers.]

[RUSSL 369 Dostoevsky (also COM L 332) # (IV)]

Spring. 4 credits. Limited to 30 students. Not offered 2002–2003. P. Carden.

This course involves close reading of novels and short works by Fyodor Dostoevsky. Dostoevsky's fiction is in contentious dialogue with the literature and philosophy of the preceding century and opens out to the literature and philosophy of the following century. His critique of European culture, his searching examination of the interior life, and his bold experiments with narrative make his work seminal in world fiction. In this course we read *Notes From Underground*, *Crime And Punishment*, *The Idiot*, and *Brothers Karamazov*.]

[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also COM L 375) # (IV)]

Spring. 4 credits. Not offered 2002–2003. S. Senderovich.

Reading and discussion of Anton Chekhov's short stories in the context of the European art of the short story and painting of that era. The course is designed for nonspecialists as well as literature majors. All reading is in English translation.]

[RUSSL 385 Reading Nabokov (also COM L 385 and ENGL 379) (IV)]

Fall. 4 credits. Not offered 2002–2003; next offered 2003–2004. G. Shapiro.

This course offers an exciting trip into the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer, Nabokov, at the outbreak of WWII, came to the United States, where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we focus on his Russian corpus of works, from *Mary* (1926) to *The Enchanter* (writ. 1939), all in English translation, and examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell, *Lolita* (1955) and *Invitation of a Small Creature* (1957).]

[RUSSL 393 Honors Essay Tutorial]

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see Director of Undergraduate Studies. Times arranged with instructor.

[RUSSL 409 Russian Stylistics (IV)]

Fall. 4 credits. Also open to graduate students. Prerequisite: 3 years of Russian. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. T R 11:40–12:55. S. Senderovich.

This course goes a few steps beyond normative grammar. Provides an introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Also provides an introduction to the genres of live colloquial and written language. Students develop writing skills through short assignments and their analyses. Introduces first notions of literary stylistics and their practical application.

[RUSSL 415 Post-Symbolist Russian Poetry (IV)]

Spring. 4 credits. Prerequisite: permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2002–2003. N. Pollak.]

[RUSSL 425 Vladimir Nabokov vs. Jean-Paul Sartre (also COM L 445) (IV)]

Spring. 4 credits. Not offered 2002–2003; next offered 2003–2004. S. Senderovich.

Jean-Paul Sartre reviewed Nabokov's *Despair* in 1938. Ten years later Nabokov returned the favor in his review of the English translation of Sartre's *La Nausée*. The apparent tension between the two celebrated men of European letters of the twentieth century allows us to look at the works of each through the eyes of the other, to go into the problems of Existentialist philosophy, into Nabokov's brand of it, and into responses to Sartre in Nabokov's works. The latter gives an excellent yet unexplored approach to the poetic world of Vladimir Nabokov. Nabokov's major response to Sartre occurred in the novel *Priglasenie*, written in Ithaca and largely about Cornell.]

[RUSSL 427 Russian Formalism (also COM L 427) (IV)]

Fall. 4 credits. Not offered 2002–2003. N. Pollak.]

[RUSSL 430 Practice in Translation (IV)]

Spring. 4 credits. Prerequisites: proficiency in Russian or approval of instructors. Not offered 2002–2003. W. Browne and S. Senderovich.

A practical workshop in translation: documents, scholarly papers, literary works (prose and poetry). Translation mostly from Russian to English, partly from English to Russian. Attention is paid to problems and development of skills.]

[RUSSL 431 Contemporary Russian Prose (IV)]

Spring. 4 credits. Prerequisites: RUSSL 301–302 or 303–304, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 2002–2003. Staff.]

RUSSL 432 Pushkin # (IV)

Spring. 4 credits. Prerequisites: RUSSL 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. T R 11:40-12:55. S. Senderovich.
Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.

RUSSL 437 A Moralist and a Pornographer (also COM L 437) (IV)

Spring. 4 credits. Limited to 15 students. TR 10:10-11:25. S. Senderovich.
Two great novels of the 20th century, *Dr. Zhivago* and *Lolita*, appeared in October of 1958 and competed for first place on the bestseller list. Both novels concerned the tragic story of a teenage girl sexually exploited by a mature man. Pasternak's novel was hailed as a highbrow and highly moral work of art, and the author soon received the Nobel Prize for literature. Nabokov's novel initially could not even be published in the U.S., for it was perceived as a pornographic text.

[RUSSL 441 Bakhtin as Reader (also RUSSL 641, COM L 641) (IV)]

Spring. 4 credits. Open to undergraduates with permission of instructor. Not offered 2002-2003. P. Carden.]

RUSSL 456 Great Russian Texts on Human Dignity and Social Action (IV)

Spring. 4 credits. T R 8:40-9:55. I. Medzhibovskaya.
Russian literature is a mirror of the terrible dichotomy between human dignity and social action. It is torn between two extremes: transgression that is seeking open freedom in action, and submission that is seeking secret freedom in privacy. The goal of this seminar is to perform close readings of texts that take a borderline position on this dichotomy. They are neither literary works nor social/philosophical manifestoes proper. We contemplate what is specifically Russian in this approach and what pertains to the Western scheme of things. All readings, discussions, and papers are in English.

[RUSSL 460 Short Works of Tolstoy and Dostoevsky # (IV)]

Spring. 4 credits. Not offered 2002-2003. Staff.
Readings in Russian and in translation. Open to graduate students.]

[RUSSL 485 The World of Anna Karenina (also HIST 485)]

Spring. 4 credits. Not offered 2002-2003; next offered 2003-2004. Limited to 15 students. Prerequisite: Previous course in Russian history, or permission. Letter grade only. T 10:10-12:05. P. Holquist.
Leo Tolstoy's *Anna Karenina* is an epic tale of passion, intrigue, tragedy, and redemption. It is also a penetrating portrayal of Russian life and society in the period following the Great Reforms of the 1860s. This period, the third quarter of the nineteenth century, was both the time of the flowering of the Russian novel as well as the age of Russia's imperial glory. In this course we will use *Anna Karenina* as the starting point for the multifaceted exploration of nineteenth-century Russian history and culture. Among topics we will discuss are family life, social relations, modernization and industrialization, gender and sexuality, revolutionary movements, imperialism, and political power. We will enhance our reading of the novel with a wide range of supplement-

tary materials including memoirs, travel accounts, historical analysis, and art. This course will be organized in a seminar format.]

RUSSL 491 Reading Course: Russian Literature in the Original Language

Fall or spring. 1 credit each term.
Prerequisite: permission of instructor.
Times arranged with instructor. Staff.
This course is to be taken in conjunction with any Russian literature course at the advanced level. Students receive one credit for reading and discussing works in Russian in addition to their normal course work.

RUSSL 492 Supervised Reading in Russian Literature

Fall or spring. 1-4 credits each term.
Prerequisite: permission of instructor.
Independent study. Students must find an adviser and submit a plan before signing up. Times arranged with instructor. Staff.

[RUSSL 499 The Avant-Garde in Russian Literature and the Arts (IV)]

Open to any student who has completed a second-year course in Russian, or who has equivalent reading skills in Russian. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2002-2003; next offered 2003-2004. P. Carden.
The first decade of the twentieth century was perhaps the richest period ever in Russian literature and the arts. It began with the brilliant experimentation in poetry and prose of Andrei Bely, Blok, Remizov, and others. It continued with the breakthroughs in painting and sculpture of Malevich, Goncharova, Tatlin, et al. In the second decade the rambunctious Futurists take over in literature and establish a compact with theater and the visual arts in which all the art forms break down the barriers to produce a new kind of art. During this period Russian artists in every medium were on the cutting edge of the European art scene. After the Revolution Russian artists and writers of the avant-garde continued their dominance for a time, now including the developing medium of film.

In this course we read representative Russian texts by the major authors of the period and we also investigate developments in the theater and visual arts.]

Graduate Seminars**RUSSL 605 Russian Analytical Approaches to Literature**

Fall. 4 credits. Prerequisite: a level of knowledge of Russian literature determined by the instructor. T R 2:55-4:10. S. Senderovich.
The course is designed for graduate and well-advanced undergraduate students who have sufficient knowledge of Russian literature and a developed interest in the analytical approaches to literary texts. The course provides an opportunity to study the most sophisticated analytical approaches to literature developed by Russian critics and theorists in the nineteenth and twentieth centuries. The course will focus on critical texts which have analytical value as opposed to speculative, that is, those which aim at discovering the unforeseeable in the literary texts. Russian sources will be studied against the background of contemporary American and European critical theory. Prominently featured will be studies by Alexander Veselovsky, Yuri Tynianov,

Roman Jakobson, Mikhail Bakhtin, and Savely Senderovich.

RUSSL 611 Supervised Reading and Research

Fall or spring. 2-4 credits. Prerequisite: permission of the department. Times arranged with instructor. Staff.

Related Languages**Czech****[CZECH 300 Directed Studies**

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. Not offered 2002-2003. Times arranged with instructor. W. Browne.
Taught on a specialized basis to address particular student needs.]

Hungarian**[HUNGR 300 Directed Studies**

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. Not offered 2002-2003. W. Browne.
Taught on a specialized basis to address particular student needs. Times arranged with instructor.]

[HUNGR 427 Structure of Hungarian (also LING 427) (III)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Not offered 2002-2003. W. Browne.
For description, see LING 427.]

Polish**POLSH 131-132 Elementary Polish**

131, fall; 132, spring. 3 credits each term.
Prerequisite: for POLSH 132, POLSH 131 or equivalent. This language series (131-132) is not sufficient to satisfy the language requirement. Offered alternate years.
K. Golkowska.

Covers all language skills: speaking, listening comprehension, reading, and writing.

[POLSH 133-134 Continuing Polish

133, fall; 134, spring. 3 credits each term.
POLSH 134 satisfies language qualification. Prerequisites: for POLSH 133, POLSH 132 or equivalent; for POLSH 134, POLSH 133 or equivalent. Offered alternate years. Not offered 2002-2003; next offered 2003-2004. W. Browne.

An intermediate conversation and reading course.]

POLSH 300 Directed Studies

Fall or spring. 1 credit. Prerequisite: permission of instructor. Times arranged with instructor. K. Golkowska.
Taught on a specialized basis to address particular student needs.

Serbo-Croatian**[SEBCR 131-132 Elementary Serbo-Croatian**

131, fall; 132, spring. 3 credits each term.
Prerequisite for SEBCR 132: SEBCR 131 or equivalent. This language series (131-132) is not sufficient to satisfy the language requirement. Offered alternate years. Not offered 2002-2003; next offered 2003-2004. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing. Includes Bosnian.]

SEBCR 133-134 Continuing Serbo-Croatian

133, fall; 134, spring. 3 credits each term. *SEBCR 134 satisfies language qualification.* Prerequisites: for SEBCR 133, SEBCR 132 or equivalent; for SEBCR 134, SEBCR 133 or equivalent. Offered alternate years. Times to be arranged with instructor. K. Bättig von Wittelsbach.

An intermediate conversation and reading course.

[SEBCR 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Not offered 2002-2003. W. Browne.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.]

Ukrainian

[UKRAN 300 Directed Studies

Fall or spring. 1 credit. Prerequisite: permission of instructor. Times arranged with instructor. Not offered 2002-2003. W. Browne.

Taught on a specialized basis to address particular student needs.]

SANSKRIT

See Asian Studies.

SCIENCE & TECHNOLOGY STUDIES

T. J. Pinch, chair; R. N. Boyd, P. R. Dear, M. A. Dennis, T. Gillespie, S. H. Hilgartner, R. Kline, B. V. Lewenstein, M. Lynch, H. Miale, A. G. Power, J. V. Reppy, M. W. Rossiter, P. J. Sengers. Emeritus: W. R. Lynn, L. P. Williams. Adjunct faculty: R. W. Miller, H. Shue, Z. Warhaft

In today's world, issues at the intersection of the technical and the social arise continually in all aspects of life, from the role of computers in society, the history of evolutionary theory, and the challenges of environmental controversies, to the ethical dilemmas of genomics and biomedicine. The field of science and technology studies (S&TS) addresses such issues through the study of the social aspects of knowledge, especially scientific and technological knowledge. S&TS explores the practices that shape science and technology, examines their social and cultural context, and analyzes their political and ethical implications. S&TS provides a strong liberal arts background from which students can go on to careers in law, medicine, environmental policy, business, and a variety of other professions where the social aspects of science and technology loom large.

The Science & Technology Studies Major

S&TS courses are organized into a set of core courses plus three themes. Students select the theme that best represents their interests. In consultation with a faculty member, students may devise their own theme as long as it meets the general criteria of coherence and rigor.

Admission to the Major

Students intending to major in Science & Technology Studies should submit an application during their sophomore year. Juniors are considered on a case-by-case basis. The application includes (1) a one-page statement explaining the student's intellectual interests and why the major is consistent with the student's academic interests and goals; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling S&TS requirements; and (4) an up-to-date transcript of work completed at Cornell University (and elsewhere, if applicable).

Acceptance into the major requires completion of the following prerequisites:

- two introductory courses in history, philosophy, sociology, government, anthropology, economics, or other courses listed in the social sciences/history (Group III) requirement of the College of Arts & Sciences;
- the physical or biological science (Group I) requirement of the College of Arts & Sciences;
- mathematics or computer science courses in fulfillment of the Arts College Group II distribution requirement.

These courses cannot be used to fulfill the core or other course requirements for the major and must be taken for a letter grade. Sophomores in the process of completing these prerequisites may be admitted to the major on a *provisional* basis. Further information and application materials are available in 275 Clark Hall (255-6047).

Requirements

S&TS majors must complete the following requirements:

Note: All courses used to fulfill major requirements must be taken for a letter grade.

- Core: one course in each of the following groups (a-c).
 - Foundation (S&TS 201)
 - Ethics (Choose from S&TS 205, 206, 360, or 490)
 - History (Choose from S&TS 233, 250, 281, 282, or 283)
- Theme: Students must elect a theme and take four courses in the theme. Courses taken to satisfy the core course requirements may not be used as part of the required four courses in the theme. At least two of the courses should be at the 300-level or higher, and at least one should be at the 400-level.

Available themes are:

- Minds and Machines (S&TS 250, 281-3, 286, 292, 349, 353, 355, 381, 400, 409, 438, 453, 525)
- Science, Technology and Public Policy (S&TS 281-3, 350, 352, 360, 390, 391, 403, 406, 407, 411, 427, 433, 442, 444, 466, 467, 473, 483, 487, 490, 492, 493, 532)
- Life in its Environment (S&TS 205, 206, 233, 281-3, 285, 286, 287, 301, 311, 324, 333, 403, 406, 411, 427, 444, 447, 487, 492)

In consultation with an S&TS faculty adviser, students may also devise their own theme as long as it meets the general criteria of coherence and rigor.

- Additional Science & Technology Studies courses: additional courses to total 34 credit hours in the major.
- Science Requirement: in addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to provide background for the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the student's major adviser and should be related to the theme selected by the student.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented S&TS majors. Students who enroll in the honors program are expected to do independent study and research, with faculty guidance, on issues in science and technology studies. Students who participate in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career. S&TS majors are considered for entry into the honors program at the end of the second semester of their junior year. To qualify for the S&TS honors program, students must have an overall Cornell cumulative grade point average of at least 3.00 and a 3.30 cumulative grade point average in courses taken for the major. Additionally, the student must have formulated a research topic, and have found a project supervisor and a second faculty member willing to serve as the advisers. More information on the honors program is available from the S&TS undergraduate office at 275 Clark Hall (255-6047).

The Biology & Society Major

The Department of Science & Technology Studies also offers the Biology & Society major, which includes faculty from throughout the university. The Biology & Society major is designed for students who wish to combine the study of biology with exposure to perspectives from the social sciences and humanities. In addition to providing a foundation in biology, Biology & Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major is offered to students enrolled in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences. The major is coordinated for students in all colleges through the Biology & Society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6047.

A full description of the Biology & Society major can be found on p. 457 of this catalog.

The Concentration in Science & Technology Studies

T. J. Pinch, chair; R. N. Boyd, P. R. Dear, M. A. Dennis, T. Gillespie, S. H. Hilgartner, R. Kline, B. V. Lewenstein, M. Lynch, H. Miallet, A. G. Power, J. V. Reppy, M. W. Rossiter, P. J. Sengers. Emeritus: W. R. Lynn, J. P. Williams. Adjunct faculty: R. W. Miller, H. Shue, Z. Warhaft

The concentration (or minor) in Science & Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. Majors in the natural sciences and engineering have an opportunity to explore the social, political, and ethical implications of their selected fields of specialization, while students majoring in the humanities and social sciences have a chance to study the processes, products, and impacts of science and technology from an S&TS perspective.

To satisfy the requirements for the S&TS concentration, students must complete with letter grades a minimum of four courses selected from the course offerings listed for the major. At least one course must be chosen from the list of core courses. Two courses must be chosen from one of the themes listed below:

- (a) Minds and Machines
- (b) Science, Technology, and Public Policy
- (c) Life in its Environment.

The concentration is completed with one other course in S&TS. Interested students may obtain further information about courses by contacting the S&TS undergraduate office, 275 Clark Hall (255-6047).

Course Offerings

Introductory Course
Minds and Machines
Science, Technology and Public Policy
Life in its Environment
Independent Study

Introductory Course

S&TS 101 Science and Technology in the Public Arena (III)

Fall. 3 credits. J. Reppy.

An introduction to public policy issues involving developments in science and technology. We study such topics as secrecy and national security, the politics of expertise, public understanding of science, computers and privacy, and the management of risk. We apply concepts from the field of science and technology studies to analyze how issues are framed and public policy produced.

Minds and Machines

S&TS 250 Technology in Society (also ECE 250, ENGRG 250 and HIST 250) (III)

Fall. 3 credits. R. Kline.

For description, see ENGRG 250.

S&TS 281 Science in Western Civilization (also HIST 281) # (III)

Fall. 4 credits. P. Dear.

For description, see HIST 281.

S&TS 282 Science in Western Civilization (also HIST 282) # (III)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III)

Fall. 4 credits. M. Dennis.

Science emerged as a powerful source of social, economic, and political power during the twentieth century. Through an examination of the development of the sciences—physical and biomedical—during the twentieth century students learn about the reciprocal relations between science and society. Topics covered may include: the rise and development of quantum mechanics; the emergence of Big Science; the history of the sciences in totalitarian nations, especially the former Soviet Union, Nazi Germany, and Communist China; the evolutionary synthesis; the rise and fall of molecular biology; the multiple forms of eugenics; the transformation of the social sciences; the role of new technologies in scientific change, especially computer and communication technology; the growth of science as a profession; and the development of science in non-western cultures.

S&TS 286 Science and Human Nature (also PHIL 286) (IV)

Spring. 4 credits. R. Boyd.

For description, see PHIL 286.

S&TS 292 Inventing an Information Society (also ECE 298, ENGRG 298 and HIST 292) (III)

Spring. 3 credits. R. Kline.

For description, see ENGRG 298.

S&TS 349 Media Technologies (III)

Fall. 3 credits. T. Gillespie.

From the first attempts at pressing symbols into clay, to the latest software available on the Net, our efforts to communicate have depended on the technologies we develop. Our commonplace notions of communication and of society regularly overlook the role of the material artifacts. This course will consider the technologies of media—including writing, printing, photography, film, telegraph, telephone, radio, television, computer networks—as an opportunity to think about the intersection of technology and its social context.

S&TS 353 Knowledge and Society (also SOC 353) (III)

Fall. 3 credits. C. Leuenberger.

This course focuses on the historical evolution of the sociology of knowledge as a theoretical paradigm and an empirical research field. We examine the phenomenological origins of the sociology of knowledge and many of its central texts. We study how it has been applied to such areas as personhood, interaction, religion, identity, and the emotions. We also consider epistemological questions that arise, and cover various theoretical and empirical approaches that have been influenced by the sociology of knowledge such as ethnomethodology, conversation analysis, and the sociology of science and technology.

[S&TS 355 Computers: From Babbage to Gates (III)

Fall. 4 credits. Not offered 2002-2003.

M. Dennis.

Computers have not always been the ubiquitous beige boxes gracing our desktops: in Victorian London, Charles Babbage attempted to build his analytical engine using

brass gears and steel rods; and during World War II the Allied governments used sophisticated electro-mechanical and electronic "brains" to break Axis codes. Machines that once occupied entire rooms now travel in knapsacks. How did this technology, once considered esoteric and useful to only technical specialists, colonize industry, academia, the military, the federal government, and the home? Using primary historical materials, including novels, films, archival documents, and other texts we follow computers from Babbage's Victorian dream of an analytical engine to the visions of contemporary moguls like Bill Gates whose goal is "information at your fingertips." We explore not only how computer technology affects society, but also how culture and politics enable and sustain the development of the machine. This is a course in the history and sociology of computers; a background in computer science is not required. (No technical knowledge of computer use is presumed or required.)

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381) (IV)

Fall. 4 credits. R. Boyd.

For description, see PHIL 381.

[S&TS 387 The Automatic Lifestyle: Consumer Culture and Technology

Spring. 4 credits. Not offered 2002-2003.

P. Sengers.

Our daily lifestyle in consumer culture is intimately intertwined with technology. Industrialized technology makes consumer culture possible, yet at the same time the economic and cultural trends of consumer culture select and shape the kinds of technology that become available. How is our daily lifestyle in consumer culture shaped by technology? How are everyday technologies shaped by the demands of consumer culture? What alternatives do we have? In this class, we synthesize history, sociology, and speculative design to answer these questions.]

S&TS 400 Components and Systems: Engineering in a Social Context (also M&AE 400) (III)

Spring. 3 credits. Z. Warhaft.

For description, see M&AE 400.

[S&TS 409 From the Phonograph to Techno (also SOC 409) (III)

Fall. 4 credits. Limited to 15. Not offered 2002-2003. T. Pinch.

In this seminar, we treat music and sound and the ways they are produced and consumed as socio-cultural phenomena. We specifically investigate the way that music and sounds are related to technology and how such technologies and sounds have been shaped by and have shaped the wider society and culture of which they are a part. We look at the history of sounds technologies like the phonograph, the electronic music synthesizer, samplers, and the Sony Walkman. Our perspective is drawn from social and cultural studies of science and technology. Students are encouraged to carry out a small original research project on their favorite sound technology.]

S&TS 410 Social Studies as Science (also S HUM 410) (III)

Fall. 4 credits. Limited to 15. M. Lynch.

Are the social sciences *really* scientific? Should they even *try* to be scientific? And, if they can be scientific, what would make them that way? These questions have been debated ever

since the 19th century when social science disciplines first became established in modern universities. This seminar examines the emergence of the social sciences and their unsettled place in between the humanities and social sciences. The focus is on sociology, and a series of debates (including some very recent ones) about its prospects as a science, though other fields will also be discussed. Weekly seminar discussions cover ideas and debates in social theory, the history and philosophy of social science, and the interdisciplinary field of science and technology studies.

S&TS 438 Minds, Machines and Intelligence (also COGST 438) (III)

Spring. 4 credits. H. Miale.

Do machines think? Do they have minds? Are they intelligent? What can humans do that machines cannot do and vice versa? How do humans use machines and how do machines use humans? In this course we focus on how philosophers such as Turing, Searle, and Dreyfus have dealt with these questions. At the same time, however, we are also concerned with trying to rework the themes raised by these thinkers. We do this with an eye toward the work of social scientists who have studied how people and machines interact in specific contexts, as for example, in a plane's cockpit or on the Internet. Topics may also include virtual surgery, speech recognition, and expert systems in medicine.

[S&TS 453 Reflections on Scientific Personae: Visibility and Invisibility of the Body (III)]

Spring. 4 credits. Not offered 2002–2003. H. Miale.

Who produces science? Rational, deliberative minds or brilliant, intuitive iconoclasts? Individuals or groups? Geniuses or ordinary practitioners? Human beings or assemblages of instruments? This course explores the question of where scientific intelligence resides. The mythical figure of the lone genius stands in sharp contrast to recent work in the social history and sociology of science that analyzes how scientific knowledge is produced in collectivities that weave together humans and nonhumans. We examine the process through which scientific competencies emerge from, and are incorporated into, "collective bodies" (e.g., Callon and Latour's "actor-networks," or Haraway's "cyborgs"). The tensions between the human and the nonhuman and the individual and the collective run throughout the course and inform our analysis of the place, the role, and the representation of the body—or bodies—of the scientist.]

[S&TS 525 Seminar in the History of Technology (also HIST 525)]

Spring. 4 credits. Not offered 2002–2003. R. Kline.

An exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field are considered in selecting the topics for the seminar.]

Science, Technology and Public Policy

S&TS 281 Science in Western Civilization (also HIST 281) # (III)

Fall. 3 credits. P. Dear.
For description, see HIST 281.

S&TS 282 Science in Western Civilization (also HIST 282) # (III)

Spring. 4 credits. P. Dear.
For description, see HIST 282.

S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III)

Fall. 4 credits. M. Dennis.
For description, see "Minds and Machines" theme.

[S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also GOVT 305, AM ST 350) (III)]

Spring. 4 credits. Not offered 2002–2003. M. Dennis.

This course explicates the development of atomic weapons from early twentieth-century ruminations about super bombs in science fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus expands to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the classification of technical knowledge. We seek to understand how the bomb became part of American culture through the use of literature and film, as well as readings in primary historical documents and secondary analyses. In addition to class meetings, there is also a required screening session. Films generally last less than two hours, but some are longer. Viewing the movies is an essential part of the course.]

S&TS 352 Science Writing for the Mass Media (also COMM 352) (III)

Spring. 3 credits. B. Lewenstein.
For description, see COMM 352.

S&TS 360 Ethical Issues in Engineering (also ENGRG 360) (III)

Spring. 3 credits. R. Kline.
For description, see ENGRG 360.

[S&TS 390 Science in the American Polity, 1800–1960 (also GOVT 308, AM ST 388) (III)]

Fall. 4 credits. Not offered 2002–2003. M. Dennis.

How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention is paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American science.]

S&TS 391 Science in the American Polity, 1960–Now (also GOVT 309, AM ST 389) (III)

Fall. 4 credits. M. Dennis.

This course reviews the changing political relations between science, technology, and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just another special interest provide the central theme for the course. Topics addressed include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

S&TS 403 Environmental Governance (also B&SOC 403, NTRES 403, S&TS 603)

Fall. 3 credits. S. Wolf.
For description, see NTRES 403.

S&TS 406 Biotechnology and Law (also B&SOC 406) (III)

Spring. 4 credits. L. Palmer.
Biotechnology, with myriad applications in areas such as medicine and agriculture, is creating many challenges for basic social institutions. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention is given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. Several short written assignments as well as a research paper are required.

S&TS 407 Law, Science, and Public Values (also B&SOC 407, GOVT 407) (III)

Spring. 4 credits. M. Lynch.
This course examines problems that arise at the interface of law and science. These problems include the regulation of novel technology, the role of technical expertise in public decision-making, and the control over scientific research. The first part of the course covers basic perspectives in science and technology studies (S&TS) and how they relate to legal decisions and processes. The second part of the course covers a series of examples and legal cases on the role of expert judgments in legal and legislative settings, intellectual property considerations in science and medicine, and legal and political oversight of scientific research. The final part of the course examines social processes and practices in legal institutions, and relates these to specific cases of scientific and technological controversy. Lectures and assignments are designed to acquaint students with relevant ideas about the relationship between legal, political, and scientific institutions, and to encourage independent thought and research about specific problems covered in the course.

S&TS 411 Knowledge, Technology and Property (III)

Spring. 4 credits. Prerequisite: one course in science and technology studies. S. Hilgartner.

Should the human genome be treated as private property or a public resource? How should copyright be managed in the digital environment of the Internet? Is music "sampling" high-tech theft or artistic expression? Does bioprospecting represent an

enlightened strategy for preserving biodiversity or a post-colonial means for transferring resources from the developing world to the North? Debate about the nature and scope of intellectual property is an increasingly salient feature of contemporary politics. This course examines the ownership of knowledge and technology, exploring fundamental tensions that intellectual property systems express and incompletely reconcile. Perspectives from science and technology studies, sociology, law, and economics will inform the course. Case studies explore the construction of property in contexts ranging from the early history of copyright to the ownership of life forms, airwaves, algorithms, artistic content, electronic databases, and the personal identities of celebrities.

S&TS 427 Politics of Environmental Protection in America (also GOVT 427) (III)

Summer. 4 credits. S. Yearley.

This course provides an introduction to the distinctive features of environmental politics and policy-making. Using comparisons between North America and Europe, the course will focus particularly on the contributions of science, citizen activism and law to framing and resolving policy problems. Readings from political science, policy analysis, sociology, and law examine the changing political roles of national and international political bodies, courts, expert agencies, and regional/state governments, as well as industry and public interest groups, in environmental politics since the late 1970's. Case studies of contemporary environmental controversies—some at the national and some at the "global" level—are used to explore competing public conceptions of nature and environment, risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.

[S&TS 433 International History of Science (III)]

Spring. 4 credits. Not offered 2002-2003. M. Rossiter.

A survey of the major scientific events and institutions in several foreign nations, including developing countries. The course covers the period 1660 to the present and gives some attention to who in each country becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.]

S&TS 442 The Sociology of Science (also B&SOC 442, CRP 442, SOC 442) (III)

Spring. 4 credits. H. Miale.

A view of science less as an autonomous activity than as a social institution. We discuss such issues as controversies in science, analysis of scientific text, gender, and the social shaping of scientific knowledge.

S&TS 444 Historical Issues of Gender and Science (also WOMNS 444) (III)

Spring. 4 credits. Not open to freshmen. M. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980's, with special emphasis on the United States in the twentieth century. Readings include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.

[S&TS 466 Public Communication of Science and Technology (also COMM 466) (III)]

Fall. 4 credits. Limited to 15. Not offered 2002-2003. B. Lewenstein.
For description, see COMM 466.]

[S&TS 467 Innovation: Theory and Policy (III)]

Fall. 4 credits. Open to upper-level undergraduates and interested graduate students. Prerequisite: ECON 102 or permission of the instructor. Not offered 2002-2003. J. Reppy.

In this course we study the innovation process (that is, the introduction of new technology into practice) through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories are contrasted to the insights found in science and technology studies. The focus is on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors covered include Schumpeter, Solow, Scherer, Nelson and Winter, and Bijker and Pinch.]

[S&TS 473 Knowledge and Politics in Seventeenth Century England (also HIST 471) # (III)]

Spring. 4 credits. Limited to 15. Not offered 2002-2003. P. Dear and R. Weil.
For description, see HIST 471.]

[S&TS 483 The Military and New Technology (also GOVT 483) (III)]

Fall. 4 credits. Not offered 2002-2003. J. Reppy.

For description, see GOVT 483.]

[S&TS 487 Seminar in the History of the Agricultural Sciences (III)]

Fall. 4 credits. Not offered 2002-2003. M. Rossiter.

This course is a one-semester survey of the general topic of the history of scientific agriculture, broadly defined, world-wide. It seeks to cover some of the best of the more recent literature on this topic. Depending on the interests of the students, topics may include Amish culture, Hoover Dam, the Green Revolution, farm women and technology, particular scientists or crops, innovations, and epidemics.]

[S&TS 490 The Integrity of Scientific Practice (III)]

Fall. 4 credits. Not offered 2002-2003. S. Hilgartner.

Recent scandals over scientific fraud, debates about financial conflicts of interest, disputes about the use of human and animal subjects, and tensions over ownership of data have raised concern about integrity in science. In addition, changes in the American research system—from the emergence of new university-industry relationships to the growth of electronic communication—pose new questions about who owns and controls research. This course addresses practices that present problems of integrity in research (e.g., fraud, secrecy, commercialization). It also examines how scientific practices affect the structural integrity of science as an institution. Through these complementary concepts of integrity, the course explores the connections between the conduct of science and its cultural authority.]

S&TS 491 Disease and Culture (III)

Fall. 4 credits. E. Toon.
Influenza and Ebola, syphilis and AIDS, breast cancer and heart disease—whether rare or pervasive, disease frightens and threatens us,

shaping our identities and our interactions with others. In this seminar, we will look at how scholars and others have written about disease, and we will begin to explore our own ideas about illness, contagion, risk, danger, and death. Course materials include historical and social scientific studies of medical knowledge and the experience of illness.

[S&TS 492 Politics and the Public Health (III)]

Spring. 4 credits. Not offered 2002-2003. E. Toon.

Who is responsible for the public's health? Both now and in the past, the answer to that question has been a source of bitter debate. In the past three centuries, public health has become a contested mix of aims, advocates, and practices: it is simultaneously a field of scientific activity, a vehicle for social reform, and a site of political controversy. This course will examine the history of U.S. public health.]

S&TS 493 Economics Meets Science Studies (III)

Fall. 4 credits. J. Reppy.

This course covers a variety of possible interactions between the disciplines of economics and science and technology studies. Economists (at least some economists) are interested in science and technology as important components in economic growth, while scholars in science studies often appeal to economic motives and institutions to explain behavior in the production of scientific and technological knowledge. We explore ways in which economics can provide new questions and theoretical approaches for science and technology studies. From another perspective, economics, as the most "scientific" of the social sciences, is itself a subject for study. Internal critiques by economists are compared to external analyses in the science studies literature. Readings include works on the epistemology and use of rhetoric in economics and on the "new economics of science," and examples of the use of economic analysis in the science studies literature.

[S&TS 532 Inside Technology: The Social Construction of Technology (also SOC 532)]

Spring. 4 credits. Not offered 2002-2003. T. Pinch

Rather than analyze the social impact of technology upon society, in this course we investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies, which embody different assumptions about society possible? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments are illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.]

Life in its Environment

S&TS 205 Ethical Issues in Health and Medicine (also B&SOC 205) (IV)

Fall. 4 credits. S. Hilgartner.
For description, see B&SOC 205.

S&TS 206 Ethics and the Environment (also B&SOC 206, PHIL 246) (IV)

Spring. 4 credits. N. Sethi.
For description, see B&SOC 206.

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology (III)

Fall. 3 credits. M. Rossiter.

This course surveys the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.

S&TS 281 Science in Western Civilization (also HIST 281) # (III)

Fall. 3 credits. P. Dear.

For description, see HIST 281.

S&TS 282 Science in Western Civilization (also HIST 282) # (III)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III)

Fall. 4 credits. M. Dennis.

For description, see "Minds and Machines" theme.

S&TS 285 Communication in the Life Sciences (also COMM 285) (III)

Spring. 3 credits. B. Lewenstein.

For description, see COMM 285.

S&TS 286 Science and Human Nature (also PHIL 286) (IV)

Spring. 4 credits. R. Boyd.

For description, see PHIL 286.

S&TS 287 Evolution (also BIOEE 207 and HIST 287) (I or III)

Fall. 4 credits. W. Provine.

For description, see BIOEE 207.

S&TS 301 Biology and Society: The Social Construction of Life (also B&SOC 301) (III)

Fall. 4 credits. E. Toon.

For description, see B&SOC 301.

S&TS 311 Sociology of Medicine (III)

Spring. 4 credits. E. Toon.

This course provides an introduction to the ways in which medical practice, biomedical technology, and the medical profession are embedded in society and shaped by social phenomena. Accountability to patients and the public, and struggles over the control of medical practice in a world where medicine is connected to gender, class, race, and personal autonomy are important overarching themes. We examine the structure of the medical profession; medical training and professional socialization; the social organization of the hospital; and doctor-patient interactions. The course also explores how biomedical knowledge and technology get produced, assessed, and introduced into clinical practice. Topics may include the intensive care unit, the training of surgeons, the regulation of pharmaceuticals, AIDS and breast cancer activism, genetic testing, and priority setting in biomedical science.

S&TS 324 Environment and Society (also R SOC 324 and SOC 324) (III)

Spring. 3 credits. C. Caron.

For description, see R SOC 324.

[S&TS 333 Genomics and Society (also R SOC 333) (III)]Fall. 3 credits. Not offered 2002–2003. Staff.
For description, see R SOC 333.]**S&TS 403 Environmental Governance (also B&SOC 403, NTRES 403) (III)**

Fall. 3 credits. S. Wolf.

For description, see NTRES 403.

S&TS 406 Biotechnology and Law (also B&SOC 406) (III)

Spring. 4 credits. L. Palmer.

For description, see "Science, Technology and Public Policy" theme.

S&TS 411 Knowledge, Technology and Property (III)

Spring. 4 credits. Prerequisite: one course in science and technology studies.

S. Hilgartner.

For description, see "Science, Technology and Public Policy" theme.

S&TS 427 Politics of Environmental Protection in America (also GOVT 427) (III)

Summer. 4 credits. S. Yearley.

For description, see "Science, Technology and Public Policy" theme.

S&TS 444 Historical Issues of Gender and Science (also WOMNS 444) (III)

Spring. 4 credits. Not open to freshmen.

M. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980's, with special emphasis on the United States in the twentieth century. Readings include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.

S&TS 447 Seminar in the History of Biology (also B&SOC 447, HIST 415, BIOEE 467) (I or III)

Summer. 4 credits. Limited to 18. S-U grades optional. W. Provine.

For description, see BIOEE 467.

[S&TS 487 Seminar in the History of the Environment (III)]

Spring. 4 credits. Not offered 2002–2003.

M. Rossiter.

This course is a one-semester survey of the general topic of the history of the environmental sciences, broadly defined, but mostly in the United States. Depending on the interests of the students, its topics may include clean water, clean air, the great outdoors, environmental disasters, and wild life.]

[S&TS 492 Politics and the Public Health (III)]

Spring. 4 credits. Not offered 2002–2003.

E. Toon.

For description, see "Science, Technology and Public Policy" theme.]

Independent Study**S&TS 399 Undergraduate Independent Study**

Fall, spring. 1–4 credits. No more than 8 hours total of independent study (not including honors) can count toward the S&TS major.

More information and applications are available in 275 Clark Hall.

S&TS 498–499 Honors Project I and II

Fall and spring. 3–5 credits each term.

Open only to Science & Technology Studies students in their senior year by permission of the department. Applications and information available in 275 Clark Hall.

Students who are admitted to the honors program are required to complete two semesters of honors project research, and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course. Students may take three to five credits per semester up to a maximum of eight credits in S&TS 498 and 499, Honors Projects I and II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. S&TS 498 includes the fall Honors Seminar. The student and the project supervisor must reach clear agreement at the outset as to what sort of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of S&TS 498, Honors Project I, a letter grade is assigned and the advisers, in consultation with the Director of Undergraduate Studies, evaluate whether or not the student should continue working on an honors project. S&TS students who do continue in the honors program for the second semester receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

Graduate Seminars**[S&TS 525 Seminar in the History of Technology (also HIST 525) .**

Fall. 4 credits. Not offered 2002–2003.

R. Kline.

An exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field are considered in selecting the topics for the seminar.]

[S&TS 532 Inside Technology: The Social Construction of Technology (also SOC 532)]

Spring. 4 credits. Not offered 2002–2003.

T. Pinch.

Rather than analyze the social impact of technology upon society, in this course we investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies, which embody different assumptions about society possible? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments are illustrated by detailed examina-

of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.]

[S&TS 616 Enlightened Science (also HIST 616)]

Fall. 3 credits. Limited to graduate students. Not offered 2002-2003. P. Dear, M. Dennis. For description, see HIST 616.]

[S&TS 625 Visualization and Discourse in Science]

Fall. 4 credits. Not offered 2002-2003. M. Lynch.

This seminar covers two interrelated areas of science and technology studies: visualization and discourse. Visualization refers to the practices and technologies through which scientists and designers develop images, graphs, models, and other representations. Discourse refers, broadly, to practical uses of language. In the context of this course, discourse and visualization are treated as important aspects of the production of scientific data and technological artifacts. The course focuses mainly on historical and ethnographic studies that pay close attention to the material practices and linguistic repertoires through which scientific and technological innovations are made visible, palpable, and intersubjectively accountable.]

[S&TS 631 Qualitative Research Methods for Studying Science (also SOC 631)]

Spring. 4 credits. M. Lynch.

Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. In this course we look at the methods used in this new wave of science studies. We examine what can be learned by interviewing scientists, from videos, and from detailed examinations of scientific texts. Students gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.

[S&TS 644 Topics in the History of Women in Science (also WOMNS 644)]

Spring. 4 credits. Not offered 2002-2003. M. Rossiter.

This is a one-semester graduate seminar on selected topics in the history of women and gender in science and technology, covering mostly the United States in the twentieth century but broadly defined to include earlier periods and other countries. It seeks to acquaint advanced students with some of the best recent literature on this topic and to identify and explore possible new topics. Weekly readings and a research paper.]

[S&TS 645 Genetics: Politics and Society in Comparative Perspective (also GOVT 634)]

Fall. 4 credits. S. Hilgartner.

Contemporary genetics and biotechnology are highly controversial, creating high hopes for some and deep anxieties for others. This course traces the conflicts and power struggles over genetic engineering, using it as a case to examine some crucial issues in the relationships among science, technology, and politics. In particular, the course focuses on three themes—the politics of property, the politics of identity, and the politics of risk—as they pertain to genetics. Topics may include the social shaping of biological research; eugenics and genetics; genetics and medicine; the regulation of risks; the growth of commercial biotechnology; university-industry relation-

ships; Green parties and social movements; North-South issues and biotechnology; the Human Genome Project; intellectual property and patenting genes; and the debate over human cloning.

[S&TS 649 Media Technologies]

Spring. 4 credits. T. Gillespie.

From the first attempts at pressing symbols into clay, to the latest software available on the Net, our efforts to communicate our culture and drive social agendas have depended on the technologies we develop for getting our ideas to others. Beliefs as to how and why we communicate have shaped the technologies we design; in turn, those technologies have shaped our efforts to communicate, and the consequences of those efforts. This course will consider the technologies of media, both historically and theoretically, in order to consider the intersection of technology and its social context. We will apply theories of technology developed inside of S&TS to a set of artifacts it has less often scrutinized. We will also draw from fields outside of S&TS, which traditionally overlook the technological mediation of social relations, for work that deals intelligently with the material dimensions of media and could surprise the field with new perspectives and theoretical tools.

[S&TS 664 Constructionism in Social Science]

Spring. 4 credits. Not offered 2002-2003. M. Lynch.

Constructionist approaches have become commonplace in many fields of social and cultural study. The very words 'social construction' often provoke heated arguments, but exactly what these words mean or imply is seldom made clear. This course examines philosophical arguments, counterarguments, and empirical case studies associated with constructionism. The main focus is on constructionist approaches in the sociology of knowledge and science & technology studies, but other variants in sociology, psychology, and the humanities are also discussed. The aim is to develop a critical understanding of the arguments, narratives, and concepts that inform and identify these approaches.]

[S&TS 680 Seminar in Historiographical Approaches to Sciences (also HIST 680)]

Spring. 4 credits. P. Dear.
For description, see HIST 680.

[S&TS 681 Philosophy of Science (also PHIL 681)]

Spring. 4 credits. Not offered 2002-2003. R. Boyd.
For description, see PHIL 681.]

[S&TS 682 Topics in the Scientific Revolution (also HIST 682)]

Fall. 4 credits. Not offered 2002-2003. P. Dear.
For description, see HIST 682.]

[S&TS 692 Politics and the Public Health]

Spring. 4 credits. Not offered 2002-2003. E. Toon.

Who is responsible for the public's health? Both now and in the past, the answer to that question has been a source of bitter debate. In the past three centuries, public health has become a contested mix of aims, advocates, and practices: it is simultaneously a field of scientific activity, a vehicle for social reform, and a site of political controversy. This course examines the history of American public health, with an eye to understanding how

public health has been defined and how responsibility for the public's health has been apportioned. Course readings and discussions focus on the evolution of this balance of science, reform, and politics in the United States, but include some material on public health in other national and cultural contexts.]

[S&TS 700 Special Topic 1: Science Studies and the Politics of Science]

Fall. 4 credits. Prerequisites: S&TS 711 or permission of instructor. Not offered 2002-2003.

Theoretical developments in science and technology studies have called attention to the contingent and socially embedded character of both knowledge claims and technological systems. Drawing on literature from several disciplines, this seminar explores the consequences of these findings for social and political studies of science. Issues and problems considered include trust and skepticism, political and legal agency, reflexive institutions, relativism and social action, science and norms, and the co-production of knowledge and social order.]

[S&TS 700 Special Topic 2: Technology Transfer Issues]

Spring. 4 credits. Not offered 2002-2003. J. Reppy.

The goal of this course is to develop a coherent analytical framework for analyzing technology transfer, using insights from economics, sociology, history, and science and technology studies and to employ that framework to evaluate current policy issues. We study the process of technology transfer in different contexts, ranging from intra-firm and intra-industry to technology transfer between civil and military sectors, and between industrialized countries and LDC's. The readings include a mix of theoretical writings and case studies.]

[S&TS 700 Special Topic 3: Issues in the Social and Cultural History of Technology]

Fall. 4 credits. R. Kline.

This seminar focuses on different issues in the social and cultural history of technology each semester. Typical issues include Gender and Technology, Rethinking Technological Determinism, Was there an Information Revolution?, Consumerism, and the Military and Technology in the United States. The topic for fall 2002 is "Information." Students read and discuss exemplary books and articles on a topic for the first half of the course, then give presentations on their research papers.

[S&TS 711 Introduction to Science and Technology Studies (also HIST 711)]

Fall. 4 credits. T. Pinch.

This introductory course provides students with a foundation in the field of science and technology studies. Using classic works as well as contemporary exemplars, seminar participants chart the terrain of this new field. Topics for discussion include, but are not limited to: historiography of science and technology and their relation to social studies of science and technology; laboratory studies; intellectual properties; science and the state; the role of instruments; fieldwork; politics and technical knowledge; philosophy of science; sociological studies of science and technology; and popularization.

[S&TS 777 Science, Technology, and the Cold War]

Fall. 4 credits. Permission of instructor required for undergraduate students. Not offered 2002-2003. M. Dennis.

This graduate seminar examines the historical transformation wrought in the organization and practice of the physical, biomedical, and environmental sciences since 1945. How did military and federal patronage affect the development of the sciences, the organization of the postwar university, and the armed services? Students read contemporary historical materials as well as primary texts to understand the development of particular institutions, technologies, and individuals. In addition to participation in the weekly discussion, each student prepares a research paper for presentation to the seminar.]

Independent Study

S&TS 699 Graduate Independent Study

Fall or spring. 2-4 credits.

Applications and information are available in 275 Clark Hall.

SCIENCE OF EARTH SYSTEMS

The full faculty of the Department of Earth and Atmospheric Sciences (see page 448) plus the following: W. Brutsaert (civil and environmental engineering); P. Gierasch (astronomy); M. Kelley (electrical engineering); J.-Y. Parlange (agricultural and biological engineering); J. Yavitt (natural resources).

The Science of Earth Systems (SES) is the study of the interactions among the atmosphere, oceans, biosphere, and solid Earth; these dynamic interactions control the global environment. The interdisciplinary, basic science approach of SES incorporates major components of geology, ocean and atmospheric sciences, terrestrial hydrology, biogeochemistry, and ecology into an integrated study of Earth as a complex system. Earth system science presents one of the outstanding intellectual challenges in modern science and is the primary foundation for the future management of our home planet.

The Major

The major in Science of Earth Systems emphasizes a rigorous, objective study of the Earth and its systems with broad preparation in basic sciences and mathematics, followed by the choice of an area of concentration for study in greater depth. The Science of Earth Systems program seeks to train students in a strong set of fundamental skills that will allow them to approach with quantitative rigor a wide range of questions about the Earth and its environment, and to adapt those skills rapidly to new areas of inquiry as they arise. The major in Science of Earth Systems is by nature interdisciplinary, and involves faculty from the College of Arts and Sciences, the College of Engineering, and the College of Agriculture and Life Sciences. In the College of Arts and Sciences the program is administered by the Department of Earth and Atmospheric Sciences in collaboration with the Departments of Astronomy, and Ecology and Evolutionary Biology.

The SES curriculum begins with a series of courses designed to provide preparation in fundamental science and mathematics necessary for a rigorous study of Earth Systems. This preparation is followed by three SES core courses providing breadth and integration. An additional set of four interme-

diate to advanced courses is selected to provide depth and a degree of specialization.

Students in the College of Arts and Sciences choosing to pursue the Science of Earth Systems major are required to take the following courses: PHYS 207-208 (or 112-213), CHEM 207-208, BIOSCI 101/103-102/104 (or 109-110), and MATH 111-112 (or 121-122, or 190/191-192). Three additional 3-4 credit hour courses in mathematics, physics, chemistry, or biology are required; these additional courses must require one or more of the basic courses listed above as a prerequisite. One of the courses must be either EAS 201 or BIOES 261. Both EAS 201 and BIOES 261 can be chosen. Mathematics at the level of MATH 221 or 293 is strongly recommended for all SES students, and those choosing areas of concentration in Atmospheric Sciences, Environmental Geophysics, or Hydrology should take MATH 222 or 294.

The three required SES core courses include the following:

EAS 331/ASTRO 331 Climate Dynamics
EAS 302 Evolution of the Earth System
EAS 321/NTRES 321 Introduction to Biogeochemistry

Four additional 3-4 credit classes selected from 300- and 400-level courses, approved for an SES concentration, are required. These courses will ordinarily be organized around one of the SES areas of specialization. Areas of specialization include, but are not limited to, the following: Climate Dynamics, Ocean Science, Environmental Geology, Environmental Biophysics, Biogeochemistry, Soil Science, Ecological Systems, Hydrological Science.

Further information and applications contact Kerry H. Cook, khc6@cornell.edu. Also see the SES web site at www.eas.cornell.edu for up-to-date information. Administrative offices are located at 2122 Snee Hall.

SERBO-CROATIAN

See Department of Russian.

SINHALA (SINHALESE)

See Department of Asian Studies.

SOCIETY FOR THE HUMANITIES

Dominick LaCapra, Director

Fellows for 2002-2003

Leif Alsheimer (Jonkoping International Business School, Sweden)

Phillip Barrish (University of Texas, Austin)

Dominic Boyer (Cornell University)

Rebecca Bryant (National Academy of Education, Turkey)

Christine Cuomo (University of Cincinnati)

Catherine Dhavernas (University of Western Ontario)

Peter Gilgen (Cornell University)

Davydd Greenwood (Cornell University)

Peter Hohendahl (Cornell University)

Peggy Kamuf (University of Southern California)

Michael Lynch (Cornell University)

Paul Rosenberg (Cornell University)

Deborah Starr (Cornell University)

Jeffrey Williams (University of Missouri)

The Society annually awards fellowships for research in the humanities. The fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the fellow. The theme for 2002-2003 is "The Idea of a University."

S HUM 301 Mind and Memory (also ENGL 301, MUSIC 372, FILM 301)

Spring. 4 credits. M W 2:55-4:10.

J. Morgenroth.

See FILM 301 for full course description.

S HUM 401 The Future of Universities

Fall. 4 credits. Limited to 15 students. M 2:30-4:25. L. Alsheimer.

This course studies American liberal education, and compares it with general education in Sweden, Germany, Great Britain, and the future of the universities. The course addresses questions like: What should liberal education do? What responsibilities have the universities and colleges for moral well-being, character shaping, ethical, and intellectual development? Is there an increasing demand from students for more substantial all-embracing courses as a complement to vocational courses? Will liberal education survive in a time when utility and instant reward is in focus? How can the universities recapture their important task as conveyor of broad and deep general knowledge? Are there a future and a role for the universities, as we know them?

S HUM 403 Censorship and the Production of Knowledge (also ANTHR 433)

Spring. 4 credits. Limited to 15 students. M 2:30-4:25. D. Boyer.

This course seeks to productively expand the definition of censorship as ideological interdiction by exploring psychoanalytic and social-theoretical approaches to censorial practices and actions of self-censorship. We are especially interested in the relationship of censorship to the social formation of knowledge and we explore this relationship through case studies of media control, academic peer review processes, and the commodification of knowledge in corporate "knowledge industries."

S HUM 404 The University as Locus of National Culture (also ANTHR 434)

Fall. 4 credits. Limited to 15 students. M 12:20-2:15. D. Boyer.

This course focuses on the place of the university as a site for the articulation, negotiation, and dissemination of knowledges of nation. We investigate the university as a public cultural institution and how it both (1) becomes a symbol of the cultural achievement of the nation-state and (2) serves to elaborate and publicize knowledges of national belonging alongside its cultivation of a plurality of specialized fields of knowledge (including critical knowledges of nationhood).

These discussions are grounded historically in a study of the evolution of the modern German research university and its dual role as producer of scientific knowledge and as site for the production of national culture.

S HUM 408 Narratives of the University (also ENGL 408/608, COM L 401, HIST 428)

Fall. 4 credits. Limited to 15 students. R 2:30-4:25. J. Williams.

What is the university—this institution in which we find ourselves, and to which we've committed considerable time, money, and effort-for? The typical way to answer this is to look at the tradition of "the idea of the university." In this seminar, we examine some of those key "ideas," from Kant through Newman to Readings. But we also focus on other ideas of the university, as represented in histories of the university, "academic" novels and popular films of "college life," and statements such as media reports and university memoranda, from the eighteenth century to the present.

S HUM 410 Social Studies as Science (also S&TS 410)

Fall. 4 credits. Limited to 15 students. R 2:30-4:25. M. Lynch.

Are the social sciences *really* scientific? Should they even *try* to be scientific? And, if they can be scientific, what would make them that way? These questions have been debated ever since the 19th century when social science disciplines first became established in modern universities. This seminar examines the emergence of the social sciences and their unsettled place in between the humanities and social sciences. The focus is on sociology, and a series of debates (including some very recent ones) about its prospects as a science, though other fields are also discussed. Weekly seminar discussions cover ideas and debates in social theory, the history and philosophy of social science, and the interdisciplinary field of science and technology studies.

S HUM 411 Cosmopolitan Alexandria (also NES 493, COM L 406, JWST 493)

Fall. 4 credits. Limited to 15 students. W 2:30-4:25. D. Starr.

In the first half of the twentieth century the Mediterranean port city of Alexandria supported a multi-lingual, cosmopolitan culture. This course explores the discursive and theoretical potential offered by this unique cosmopolitan space-time, and the literary and artistic legacy it spawned. We discuss works by Aciman, Cavafy, Chahine, Durrell, al-Kharrat, and Tsalas, among others.

S HUM 412 Reading Practices of the University (also COM L 407)

Fall. 4 credits. Limited to 15 students. T 2:30-4:25. P. Kamuf.

This course examines ways in which different modes of inquiry in the university conceive of the practice of reading. For this, we look principally at three fields in which reading is taken as a kind of object. We ask first about scientific research on reading, which generally does not problematize the concept of its object, assumed to be self-evident. Then we take up two discourses that do question in some manner the ordinary concepts: the history of reading (a recent subdiscipline of intellectual history), which unsettles many unhistoricized assumptions about reading, and literary studies, where ordinary concepts and practices of reading are routinely shown to be

insufficient. In addition to our concern with concepts of reading that are well represented in the disciplines of the university, we interrogate the general lack of psychoanalytic reflection dealing specifically with reading, in particular with what are called reading disorders. This survey of reading disciplines thus allows us to pose some questions about interdisciplinary research in general. How does the "object" called reading challenge a prevailing model of interdisciplinarity, which tends to preserve or even reinforce the division between scientific and humanistic disciplines? Can this challenge be met, or does reading necessarily define an impossible interdisciplinary object? The readings range widely and include works by Roger Chartier, Paul de Man, Freud, Foucault, Mary Jacobus, Friedrich Kittler, and others.

S HUM 416 Culture, Freedom, and the University (also GERST 422, HIST 413)

Spring. 4 credits. Limited to 15 students. T 2:30-4:25. P. Hohendahl.

The seminar addresses the rise and the eventual decline of the classical German research university between 1810 and the present. The concept of the university as a semi-autonomous community based on freedom of teaching and research determined the development of German education during the 19th and the 20th century. The modernization of the German university occurred in close proximity with the emergence of idealism in German philosophy and its emphasis on *Bildung*. The seminar focuses on the intersection between the innovative idea of the university and the actual development of the institution. Readings are taken from the works of Kant, Fichte, Schleiermacher, Schelling, Nietzsche, Weber, Jaspers, and Habermas.

S HUM 418 Moving Beyond the Readymade (also COM L 408)

Spring. 4 credits. Limited to 15 students. M 10:10-12:05. C. Dhavernas.

This seminar proposes to address the work of contemporary painters, writers, and filmmakers who have sought to defy the stronghold of representation as it ordinarily functions in the cultural context of our everyday. The first part of the seminar seeks to provide an understanding of the everyday as *readymade* by looking at ways in which our relationship to the everyday has undergone a radical transformation in the age of mechanical reproduction (Walter Benjamin); how, for instance, with the advent of photography, specificity has progressively given way to generic ahistorical conformity, to readymade forms of representation (Theodor Adorno, Max Horkheimer, Jean Baudrillard). Our objective is to explore parallels between the mechanisms of representation within photography and historicism (Friedrich Nietzsche) by situating our discussion of representation in relation to current debates of postmodern historiography (F. R. Ankersmit, Saul Friedlander, Dominick LaCapra, Michael Roth, Hayden White). The second part of the seminar explores specific examples of literature (Marguerite Duras), painting (Gerhard Richter), and film (Lars von Trier) which have attempted to break through the recuperating trend of pre-established representational forms in order to open the way for "otherness," "objectivity" and "truth". Our objective is to consider the effectiveness of these artists in challenging current trends of

representation and to evaluate their appropriateness with regards to the cultural context of today.

S HUM 419 Prestige in American Literary Realism (also AM ST 406, ENGL 419/606)

Spring. 4 credits. Limited to 15 students. F 12:20-2:15. P. Barrish.

Turn of the century American literary realism implicitly articulated for its readers new ways to earn social recognition as intelligent or sophisticated individuals. We explore changing (and contested) meanings for acuity, knowledge, wisdom, cultivation, and related terms in works by Charles Chesnutt, William Dean Howells, Henry James, Edith Wharton, Abraham Cahan, Anzia Yezierska, Américo Paredes, and other writers.

S HUM 420 Humanities and the Modern University (also HIST 487)

Spring. 4 credits. Limited to 15 students. R 2:30-4:25. P. Rosenberg.

The seminar studies conceptions of the place of the humanities in university education from the Renaissance to the present. We examine debates about the content and purpose of a liberal or humanistic education; and place these debates in the context of changing views of the social functions of the university. Readings are in both primary and secondary sources; principally in intellectual history but with occasional forays into social history. Major topics of the course include Renaissance humanism, the Scientific Revolution, the Enlightenment, the 19th century German universities, the growth of professionalism and academic specialization in 20th century America, and recent debates about postmodernism and the academic canon. All readings are in English.

S HUM 421 Reading the Revolution (also GERST 421)

Spring. 4 credits. Limited to 15 students. T 10:10-12:05. P. Gilgen.

The goal of this course is to understand Kant's seemingly loosely constructed argument in *The Conflict of the Faculties* as a systematic attempt to establish the unity of practical reason. To this end, we examine in detail the discursive repercussions and echoes of the French Revolution in Kant's outline of the university of reason. Of special importance is the theory of the "sign of history," in which the political intentions of the Revolution and the moral orientation of the university of reason intersect. Reading the "sign of history" is a foundational moment. Kant understands foundation and revolution as two sides of the same coin; in each case, one must ask: By what right? As Kant recognizes, on this basis no revolution can legitimate itself. However, in reading the "sign of history," a historical-moral justification can be performed by the distanced spectator. Similarly, the university of utility is converted into a university of reason—precisely by the application of reason to the higher disciplines in a moment between legitimations.

S HUM 423 Anthropology of the University (also ANTHR 423)

Spring. 4 credits. Limited to 15 students. M 12:20-2:15. D. Greenwood.

Turning an anthropological gaze on the contemporary university as a social and cultural system, this seminar involves an examination of the convergences and divergences between the trajectories of the sciences and engineering, the humanities, and

the social sciences in contemporary universities and some international comparisons with the trajectories of universities around the world. The overall aim is to link an ethnographic analysis of the microstructures of departmental differentiation, professional hegemonies, and local financing with the larger-scale processes of transformation of universities' place in society under the pressures of corporativization, globalization, and competition from a host of alternative higher education institutions.

S HUM 424 Personhood, Schooling, Society

Spring. 4 credits. Limited to 15 students.
W 2:30–4:25. R. Bryant.

This course will examine, historically and ethnographically, the university as a site for negotiating the passage from youth to adulthood. In the West, the university has become the place for the transformation of undifferentiated youth into adults categorized by profession. Hence, the university is the site for socializing adults into specific roles in the world of work. At the same time, the university itself is a liminal space, characterized by its presumed distance from that world of work for which students are preparing themselves. This course will look at the emergence of this particular form of socialization in the West, at its counterparts elsewhere, and at what this form of socialization tells us about forms of personhood in the West.

SOCILOGY

M. Berezin, M. Brinton, W. Burkard, S. Caldwell, M. Clarkberg, D. Grusky, D. Heckathorn, P. Hedstrom, E. Lawler, C. Leuenberger, M. Macy, P. Moen, S. Morgan, V. Nee, T. Pinch, D. Strang, R. Swedberg, S. Szelenyi, S. Tarrow, K. Weedon, E. Wethington

Emeritus: D. Hayes, B. C. Rosen, R. M. Williams, Jr.

Sociology is the study of human social organization, institutions, and groups. The Department of Sociology offers courses in a number of key areas, including: comparative sociology, culture, economy and society, family and the life course, gender inequality, political behavior and public policy, organizations, race and ethnicity, social inequality, social psychology and group processes, social and political movements, and social networks. A particular emphasis of the department is the linkage of sociological theory to issues of public concern such as ethnic conflict, drugs, poverty, and gender and race segregation. Interests of faculty members range from the study of interaction in small groups to the study of economic and social change in a number of different countries. The department offers the opportunity for students to develop fundamental theoretical insights and understanding as well as advanced research skills in quantitative and qualitative methods. Graduates of the department take up careers in university, government, and business settings, and enter professions such as law, management, and urban policy.

Sociology Courses for Nonmajors

Sociology provides students with particularly effective ways to understand the complexities of modern life. For many students, the

undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 105, 108, and 115) focus on the sociological analysis of major issues of public life, and that a wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, descriptions of the 300- and 400-level courses, for which there are no prerequisites other than junior or senior status.

Related Courses in Other Departments

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics, Government, and Psychology) and of the following departments in other colleges: Organizational Behavior (College of Industrial and Labor Relations), Human Development (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

The Sociology Major

The Department of Sociology is one of the social science departments at Cornell with the highest national ranking. Faculty members are internationally recognized for their scholarly work, and have received numerous awards, research fellowships, and research grants.

The sixteen or so professors who are currently in the department are dedicated to scholarly inquiry that is both methodologically rigorous and theoretically innovative. The breadth of their substantive interests and the variety of their methodological styles are well demonstrated in the different fields that are represented within the department. These include: comparative societal analysis, culture, deviance and social control, education, economic sociology, family, gender, inequality, social networks, organizations, political sociology, public policy, race and ethnic relations, religion, science and technology, social movements, and social psychology.

Career Opportunities for Graduates

An undergraduate degree in sociology is one of the most popular degrees with employers. After engineering and computer science, sociology is the most able to place graduates into jobs immediately after completing their Bachelor's degree. This is not altogether surprising, since sociology can lead to a rewarding career in any of the following fields:

- **government:** urban/regional planning, affirmative action, foreign service, human rights management, personnel management
- **research:** social research, consumer research, data analysis, market research, survey research, census analysis, systems analysis

- **criminal justice:** corrections, criminology assistance, police work, rehabilitation counseling, criminal investigation, parole management
- **teaching:** public health education, school admissions, college placement
- **community affairs:** occupational counseling, career counseling, public health administration, hospital administration, public administration, social assistance advocacy, fund-raising, community organizing, social work
- **business:** advertising, sales, project management, sales representation, market analysis, real estate management, journalism, public relations, insurance, human resource management, production management, labor relations, quality control management

A large number of our majors also go onto graduate school and obtain advanced (i.e., Master's and Ph.D.) degrees in such varied fields as sociology, political science, philosophy, economics, and psychology. Many also complete professional degrees in education, law, medicine, social work, and business administration.

Requirements for the Major

In addition to the academic requirements established by the College of Arts and Sciences, you must also fulfill requirements towards a specified major. There are 10 courses required in the sociology major. All courses towards the major must be taken for a letter grade and students must maintain at least a 2.0 grade point average while enrolled in the major. The 10 courses required for the major are divided into the following categories:

- Sociology 101
- one additional introductory-level course in sociology (at the 100- or 200-level)
- two research methods courses (SOC 301 and 303)
- one advanced-level sociology course (400-level or higher)
- five additional (i.e., elective) courses in sociology

Declaring the Sociology Major

If you are a student in the College of Arts and Sciences and wish to declare a major in sociology, it is in your best interest to do so as soon as possible. If you are *not* currently in the College of Arts and Sciences, you need to be admitted to A&S *before* you can declare. In order to declare the sociology major, you need to take the following steps:

- Obtain a **campus copy** of your transcript from Day Hall and bring it to the department office (316 Uris Hall).
- Make an appointment for advising with the Undergraduate Coordinator, Susan Meyer, or visit her during her office hours (in 316 Uris Hall). During your meeting with her, you will fill out a major declaration form.
- Leave this form and your transcript with the Undergraduate Coordinator. Your declaration will be reviewed by the Director of Undergraduate Studies, Szonja Szelenyi, and sent on to the College of Arts and Sciences for official notification

that you have declared a major. Please allow two weeks for your declaration to be approved and entered into the campus computer.

A student file will be set up to maintain your records in the department. Once you are officially recognized as a major in sociology, the Sociology Department will receive a copy of your transcript at the end of each semester, which will be kept in your student file at 316 Uris Hall. Your records will be maintained until five years after you graduate.

Academic Advising in Sociology

As a student at Cornell, you are ultimately responsible for the policies, procedures, and requirements regarding your degree as stated in the current *Courses of Study*. After reading this document, you may find that you are still confused or unclear about some of the requirements, and you may have questions and concerns that pertain to your individual situation. Several sources of academic assistance and advice are available to you.

College Adviser: As a sociology major, you are a student in the College of Arts and Sciences. For assistance and advice, College Advisers are available to you by appointment in the Office of Undergraduate Admissions and Academic Advising (Goldwin Smith Hall). It is recommended that you consult with a College Adviser sometime before your last semester to discuss the completion of College requirements, graduation, and residency requirements.

Undergraduate Program Coordinator: The Undergraduate Program Coordinator (Susan Meyer) in the Sociology Department is located in Room 316, Uris Hall. She is available to provide assistance with the following:

- the process of declaring the sociology major.
- forms relating to transferring courses from other universities and/or other departments.
- other administrative matters or concerns (e.g., forms, adding and dropping courses).

Director of Undergraduate Studies: The Director of Undergraduate Studies (Szonja Szelenyi) is located in Room 346, Uris Hall. She is there to:

- provide information about departmental curricula and the requirements for the major.
- meet with applicants to the major.
- review applications for sociology majors and accept students into the program.
- assist students in finding an advisor in the sociology department.
- screen sociology classes taken outside Cornell for acceptance as Cornell credit.
- serve as the backup for faculty advisers who are absent during advising periods.

Faculty Advising: Once you are a declared sociology major, you will be assigned a faculty advisor within the Sociology Department. When you declare sociology as a major, you will be asked to name your preference for an adviser; however, if you are not sufficiently familiar with the program, the Director of Undergraduate Studies can assist you in selecting a faculty member to work with you.

Faculty advisers are there to:

- discuss your education, career goals, and graduate school opportunities.
- meet with you to talk about courses and plan your program of study within the department.
- go over your academic program each semester and provide you with your Personal Identification Number (PIN) so that you can register for courses via the campus computer.

Sociology Peer Advisers: There are approximately 10 advanced sociology majors who serve as peer advisers in the department. These advisers change from year to year, but a complete list of their names and email addresses is available to you from the Undergraduate Program Coordinator in the sociology office (Room 316, Uris Hall). Peer advisers do not provide you with academic counseling; they are there to help you adjust to life in the major, as well as to let you know about the department's many support services and activities.

Research Opportunities

Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case, the student should enroll in SOC 491 (Independent Study). Interested students may direct inquiries to any faculty member.

The Sociology Honors Program

Honors in sociology are awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. In addition to the regular requirements of the major, candidates for honors must maintain a cumulative grade point average of at least a B+ in all sociology classes, complete at least 2 credits of SOC 491 (in the junior year), complete SOC 495 and SOC 496 (in the senior year), and write an honors thesis.

Students are awarded either honors (*cum laude*), high honors (*magna cum laude*), or highest honors (*summa cum laude*) in the program based on the honors advisers' evaluation of the level and the quality of the work completed towards the honors degree. The honors distinction will be noted on the student's official transcript and it will also be indicated on the student's diploma.

Admission to the Honors Program

To qualify for entrance into the honors program, students must have at least a B grade point average overall and a B+ grade point average in the major. In addition, they must secure the consent of a faculty member in the Sociology Department who will guide their honors thesis.

Students who wish to be considered for honors should apply to the Director of Undergraduate Studies no later than the second term of their junior year. Honors program application forms are available in 316 Uris Hall. The application must include a copy of the student's undergraduate transcript, a

brief description of the proposed research project, and the endorsement of a faculty member in the Sociology Department.

The Honors Thesis

During the senior year, each candidate for honors in sociology enrolls in a year-long tutorial (SOC 495 and SOC 496) with the faculty member who has agreed to serve as the student's thesis adviser. During the first term of their senior year, students determine the focus of their honors thesis, and submit a 10- to 15-page overview (or, alternatively, a preliminary draft) of the thesis to their adviser. During the second term, they complete their honors thesis and submit final copies to the department.

The text of the honors thesis may not exceed 60 pages except by permission of the honors adviser. Two copies of the honors thesis are due to the Undergraduate Program Coordinator (316 Uris Hall) during the third or fourth week of April. One of these copies will go to the student's thesis adviser and the other will remain on file in the department.

Any honors candidate whose research directly involves working with human subjects must receive approval for the project from the Cornell University Committee on Human Subjects.

Business and Organizational Studies Concentration

Majors who wish to prepare for postgraduate study in professional schools (business, management, or law) or a career in business or nonprofit organizations may elect to acquire a concentration in Business and Organizational Studies in sociology. This program provides Cornell students with training in economic sociology, organizational studies, and comparative societal analysis, all of which are useful areas of expertise in a world increasingly shaped by economic and social forces of a truly global dimension. In order to complete a concentration in Business and Organizational Studies, students must meet the following requirements:

- complete **both** of the required core courses in the concentration: SOC 105 and SOC 215, **and**
- complete **four** additional courses from the following list: SOC 203, 217, 222, 311, 315, 326/526, 340, 356, 358/558, 370/570, 373, and 427.

Students completing the concentration receive a letter of recommendation from the chair based on their cumulative academic record in the concentration. Please contact Susan Meyer (Undergraduate Program Coordinator), or Szonja Szelenyi (Director of Undergraduate Studies) for additional information on the Business and Organizational Studies concentration.

Introductory Courses

SOC 101 Introduction to Sociology (III)

Fall, spring. 3 credits. Fall, W. Burkard; spring, S. Szelenyi.

The purpose of this course is to introduce students to the distinctive features of the sociological perspective, as opposed to psychological, historical, or economic approaches. We do so by first discussing the sociological perspective in the context of small

groups and face-to-face interaction.

As the course unfolds, we apply the same perspective to progressively larger social groupings, such as peer groups and families, formal organizations, social classes, racial and ethnic groups, and nation states. This approach also provides new insights into such topics as deviance, gender inequality, culture, and lifestyles. Whenever possible, class lectures and discussions illustrate these themes by exploring contemporary social problems and developments, including the rise of Generation X (and Generation Y?), the sources of current racial tensions, and the gender gap in the workplace.

[SOC 103 Self and Society (also R SOC 103) (III)]

3 credits. Not offered 2002–2003. M. Macy.
The course is an introduction to micro-sociology, focusing on social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.]

SOC 105 Introduction to Economic Sociology (also R SOC 105) (III)

Fall. 3 credits. V. Nee.
Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, and rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.

SOC 108 Introduction to Social Inequality (III)

Fall. 3 credits. M. Brinton.
This course examines the nature and processes of social and economic inequality in industrial societies. The principal focus is on the contemporary United States, with some comparisons to other industrial societies with different educational and class structures. We examine how social and economic institutions encourage or discourage the use of ascription (i.e. inherited or unchangeable traits) vs. achievement as the basis of rewarding individuals, and we consider how individuals make choices as they face different decision points in their schooling and work. Throughout the course we focus on the varied mechanisms of stratification that sort people into schools and workplaces, and we also consider how to judge the "fairness" of these mechanisms. The readings include theoretical and empirical materials on stratification along race, class, and gender lines, and several book-length ethnographies of workplaces or urban settings.

SOC 115 Utopia in Theory and Practice (III)

Spring. 3 credits. D. Strang.
People have always sought to imagine and realize a better society, with both inspiring and disastrous results. In this course we discuss the literary utopias of Moore, Morris, and Bellamy, and the dystopias of Huxley, Orwell, and Zamyatin. We also examine real social experiments, including nineteenth-century intentional communities, twentieth-century socialisms and religious cults, and modern ecological, political, and millennial movements. Throughout, the emphasis is on two sociological questions: What kinds of social relationships appear as ideal? How can we tell societies that might work from those that cannot?

General Education Courses

[SOC 200 Social Problems (also R SOC 200) (III)]

3 credits. Not offered 2002–2003. T. Hirschl.
For course description, see R SOC 200.]

SOC 202 Population Dynamics (also R SOC 201) (III)

Spring. 3 credits. P. Eloundou-Enyegue.
For course description, see R SOC 201.

[SOC 203 Work and Family (also WOMNS 203) (III)]

4 credits. Not offered 2002–2003. Staff.
Family life is often portrayed in the popular media as a haven away from the harsh realities of public life, suggesting that work and family constitute separate and distinct spheres. By contrast, many sociologists point out the links between work and family, and how these links have different consequences for men and women. This course highlights the responses of individuals, employers, and governments, both in the United States and internationally, to the dilemmas posed by the interface between work and family.]

SOC 206 International Development (also R SOC 205) (III)

Spring. 3 credits. Staff.
For course description, see R SOC 205.

SOC 207 Problems in Contemporary Society (III)

Fall. 4 credits. D. Heckathorn.
This course examines contemporary social problems, with a focus on their sources in the organization of society. Modern societies are based on three fundamental types of institutions—social norms, hierarchies, and markets. Each is subject to distinctive types of failures resulting in problems that include poverty, prejudice and discrimination, intolerance and hate, alcohol and drug abuse, physical and mental illness, crime and delinquency, and urban problems. In analyzing these problems we emphasize the institutions through which they are created and perpetuated, and the form of institutional change required to address them.

SOC 208 Social Inequality (III)

Spring. 4 credits. D. Grusky.
This course reviews contemporary approaches to understanding social inequality and the processes by which it comes to be seen as legitimate, natural, or desirable. We address questions of the following kind: What are the major forms of stratification in human history? Are inequality and poverty inevitable? How many social classes are there in advanced industrial societies? Is there a "ruling class?"

Are lifestyles, attitudes, and personalities shaped fundamentally by class membership? Can individuals born into poverty readily escape their class origins and move upward in the class structure? Are social contacts and "luck" important forces in matching individuals to jobs and class positions? What types of social processes serve to maintain and alter racial, ethnic, and gender discrimination in labor markets? Is there an "underclass?" These and other questions are addressed in light of classical and contemporary theory and research.

[SOC 215 Organizations: An Introduction (III)]

4 credits. Not offered 2002–2003. D. Strang.
Organizations provide the context for much of our everyday life, and are important not only in their own right but for their impact on our individual and collective choices. This course introduces the sociological study of organizations, from project teams to multinational corporations. Main issues include socialization and group processes within work settings; management from the perspective of the manager and the managed; the organization as a site of inequality and mobility; organizational decision-making; efforts to modify organizations by reforming bureaucracy and hierarchy; and comparisons across nations.]

SOC 217 The Sociology of Markets (III)

Spring. 4 credits. M. Brinton.
The exchange of goods and services is a central topic in economics, but it has many social dimensions as well. This course examines how economic exchange is affected by the social and cultural contexts within which it occurs. Central themes of the course include: How do patterns of market exchange emerge? What types of social institutions are necessary to make economic exchange predictable and safe? Why do some services cost money in capitalist societies and others do not? How is "market value" determined? We explore these themes through reading studies that compare markets across time as well as across contemporary societies such as the U.S., Japan, China, and Russia.

SOC 221 Inequality and Social Science (III)

Spring. 4 credits. Enrollment limited to 20 students. K. Weeden.
What are the promises and limitations of social science as a tool for understanding the sources and consequences of social inequality? This course introduces the underlying logic of social scientific research in the context of contemporary debates about social inequality: e.g., educational testing and tracking, race-based affirmative action, and the roles of intelligence and parental resources in affecting who gets ahead. Its goals are to encourage students to be critical consumers of social scientific data, evidence, and discourse and to develop their own rigorous, informed explanations of social phenomena.

SOC 222 Controversies About Inequality (also PAM 222, ECON 222, ILRLE 222, PHIL 222, R SOC 222 and GOVT 222)

Spring. 1–3 credits. D. Grusky.
This course introduces students to contemporary debates and controversies about the underlying structure of inequality, the processes by which it is generated and maintained, the mechanisms through which it comes to be viewed as legitimate, natural, or

inevitable, and the forces making for change and stability in inequality regimes. These topics are addressed through readings, class discussion, visiting lectures from distinguished scholars of inequality, and debates staged between faculty who take opposing positions on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action). Although this course is required for students in the Inequality Concentration, it is also open to other students who have completed prior coursework relevant to issues of inequality.

SOC 246 Drugs and Society (III)

Fall. 4 credits. D. Heckathorn.

The course focuses on drug use and abuse as a social rather than as a medical or psychopathological phenomenon. Specifically, the course deals with the history of drug use and regulatory attempts in the United States and around the world; the relationship between drug use and racism/class conflict; pharmacology and use patterns related to specific drugs; perspectives on the etiology of drug use/abuse; AIDS prevention and harm reduction interventions; drug-using subcultures; drug policy, drug legislation, and drug enforcement; and the promotion and condemnation of drug activities in the mass media.

SOC 248 Politics and Culture (III)

Spring. 4 credits. M. Berezin.

The course focuses on currently salient themes of nationalism, multi-culturalism and democracy. It explores such questions as: who is a citizen; what is a nation; what is a political institution; and how do bonds of solidarity form in modern civil society. Readings are drawn principally from sociology and where applicable from political science and history. Journalist accounts, films, and web Site research will supplement readings.

SOC 251 Families and the Life Course (also HD 251) (III)

Spring. 3 credits. E. Wethington.

For course description, see HD 250.

SOC 265 Latinos in the U.S. (also LSP 201 and R SOC 265) (III)

Spring. 3 credits (4-credit option available). H. Velez.

This course is an exploration and analysis of the Hispanic experience in the United States. It examines the sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

SOC 293 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, PHIL 193, SOC 293) (III or IV)

Fall. 4 credits. No prerequisites: intended for freshmen and sophomores. R. Miller.

An interdisciplinary discussion of the nature and moral significance of social inequality, diversity, and poverty and of the search for just responses to them. How unequal are economic opportunities? What are the causes of poverty? To what extent is greater equality a demand of justice? Are traditional welfare programs an appropriate response to poverty? What special significance have race and gender as sources of inequality? Do they merit special remedies such as affirmative action? How should governments deal with religious

diversity and other differences in ultimate values? For example, should abortion statutes be neutral toward rival views of the importance of potential human life? What are the causes of worldwide inequality? To what extent do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course is taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

Methods and Statistics Courses

SOC 301 Evaluating Statistical Evidence (II)

Fall. 4 credits. M. Clarkberg.

A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

SOC 303 Design and Measurement (III)

Spring. 4 credits. M. Burkard.

This course covers the foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of data collection; research designs in wide use and their limitations; and pragmatic considerations in doing research on humans, organizations, communities, and nations.

SOC 304 Social Networks and Social Processes (III)

Fall. 4 credits. D. Strang.

How do groups self-segregate? What leads fashions to rise and fall? How do rumors spread? How do communities form and police themselves on the Internet? This course examines these kinds of issues through the study of fundamental social processes such as exchange, diffusion, and group formation. We focus on models that can be explored through computer simulation and improved through observation.

Intermediate Courses

SOC 309 The Sociology of Marriage (also SOC 509) (III)

Spring. 4 credits. M. Clarkberg.

Contemporary debate on the nature of the family in the United States often assumes a simplistic decay of the "traditional marriage." This course unpacks the myths and facts that undergird this model. We overview the historical patterns of marriage in the United States, examine data on contemporary union formation and dissolution and the consequences, and explore various theoretical models of marriage and its decline.

SOC 311 Group Solidarity (III)

Spring. 4 credits. M. Macy.

What is the most important group that you belong to? What makes it important? What holds the group together, and how might it fall apart? How does the group recruit new members? Select leaders? Make and enforce rules? Do some members end up doing most of the work while others get a free ride? We explore these questions from an interdisciplinary perspective, drawing on sociobiology, economics, and social psychology, as we apply alternative theories of group solidarity to a series of case studies, such as urban gangs, spiritual communes, the civil rights

movement, pro-life activists, athletic teams, work groups, and college fraternities.

SOC 316 Gender Inequality (III)

Fall. 4 credits. S. Szelenyi.

This course offers a comprehensive overview of historical and contemporary patterns of gender stratification. The first few weeks are devoted to the examination of different ideas (biological, functionalist, feminist) about gender inequality. The remainder of the course involves both theoretical analyses and empirical investigations of four substantive areas: the historical development of gender stratification, the nature of gender inequality in contemporary societies, cross-national comparison of gender inequality, and strategies for social change. Specific topics include: division of labor between men and women; relationship between social class and gender; dynamics of occupational sex segregation; gender differences in social mobility, socialization, and educational attainment; and racial and cross-national variations in gender inequality. Each section includes examination of key theoretical debates and a survey of recent feminist research that is relevant to those debates.

SOC 320 Globalization and Inequality (III)

Fall. 4 credits. S. Szelenyi.

What is globalization and where is it taking us? The objective of the course is to explore the impact of globalization on patterns of social inequality. We begin the semester by considering what the term "globalization" means. We then explore competing accounts of this world-wide trend (e.g., modernization; world-system; post-modernity) and examine the various ways in which contemporary patterns of globalization are different from historical patterns of industrialism. The second part of the semester takes on theoretical and empirical investigations of the way in which globalization has shaped the international division of labor, the structure of class relationships, gender inequality, racial and ethnic relations, migration, poverty, social networks, and indigenous world cultures.

SOC 323 Service Learning (also ILROB 322)

Fall. 4 credits. M. Lounsbury.

For course description, see ILROB 322.

SOC 324 Environment and Society (also S&TS 324 and R SOC 324) (III)

Spring. 3 credits. Staff.

For course description, see R SOC 324.

SOC 326 Social Policy (also SOC 526) (III)

Fall. 4 credits. S. Caldwell.

The dramatic growth of the policy research sector as an institutional and intellectual force signals the changing relationship of social science to social policy in the United States. With an eye on that relationship, this course examines the development of social policy in selected areas, among them welfare, poverty, housing, crime, and health. The policy research sector itself—people, values, and institutions—is also surveyed.

SOC 340 Health, Behavior, and Health Policy (III)

Spring. 4 credits. S. Caldwell.

This course examines the social contexts of physical and mental health, illness and medical care; its purpose is to explore the contributions of social science to health promotion and health policy. Topic areas

include: the social context of health, disease and illness; the social organization of health services; use of health services; effectiveness of health service use; health promotion and disease prevention; and national health care policies.

SOC 341 Modern European Society and Politics (also GOVT 341) (III)

Spring. 4 credits. S. Tarrow.

For course description, see GOVT 341.

[SOC 352 The Sociology of Contemporary Culture (III)]

Spring. 4 credits. C. Leuenberger.

This course introduces the rapidly expanding field at the intersection of sociology and cultural studies. It provides an introduction to theoretical debates in cultural studies and to sociological studies of popular culture. We discuss the emergence of the tourist industry, the significance of consumption in modern life, narratives in popular films, the culture of music and art, the use of rhetoric in social life, cultural analyses of science, and the social construction of self, bodies, and identities.]

SOC 353 Knowledge and Society (also S&TS 353) (III)

Fall. 3 credits. C. Leuenberger.

This course focuses on the historical evolution of the sociology of knowledge as a theoretical paradigm and an empirical research field. We examine the phenomenological origins of the sociology of knowledge and many of its central texts. We study how it has been applied to such areas as personhood, interaction, religion, identity, and the emotions. We also consider epistemological questions that arise, and cover various theoretical and empirical approaches which have been influenced by the sociology of knowledge such as ethnomethodology, conversation analysis, and the sociology of science and technology.

SOC 356 Law and Society (also SOC 556) (III)

Fall. 4 credits. W. Burkard.

The phrase "law and society" misleadingly suggests that we are speaking of two discrete entities: 'law' and 'society'. But law is itself part of society, its basic processes are social processes, and it contains within its own internal workings social dimensions worthy of study by the sociologist.

In this course we will examine law in society. The 'classical' sociological models law—those of Marx, Weber and Durkheim are well-represented. The works of several significant American and European critical legal theorists—those of the American Legal Realists, the Frankfurt School, Michel Foucault, Roberto Unger, Duncan Kennedy, and Jurgen Habermas—are also well-represented, not only to facilitate and understanding of the bases for the attacks on the liberal Rule of Law, but also to facilitate an understanding of the relationship between law and politics and the potential for revitalizing the Rule of Law through democracy. The major themes in 'classical' and contemporary legal anthropology, e.g., hegemony v. resistance, rule-centered v. processual v. interpretive paradigms, are reviewed. We also consider the extent to which the various perspectives on law in society have been appropriated internationally.

SOC 357 Schooling and Society (III)

Spring. 4 credits. S. Morgan.

After an examination of alternative theories of the development and changing function of educational institutions in society, this course examines explanations for why individuals obtain educational training, how an individual's family background and race affect his or her trajectory through the educational system, and how and why society confers advantages on educated individuals. Following a review of recent empirical research on effective schools, the course concludes with an examination of current policy debates in the United States, focusing primarily on school choice, vouchers, and financial aid for a college education.

SOC 370 Careers (also SOC 570) (III)

Fall. 4 credits. W. Burkard.

By examining various career paths, we will consider the implications of career as a continuous process or as a sequence of positions. We will explore the differences and similarities among different career paths and lay out the patterns and structures of career formation from a sociological point of view. We will also discuss the settings in which career development takes place, giving some comparative attention to ways of organizing careers in other societies.

SOC 371 Comparative Social Stratification (also R SOC 370) (III)

Fall. 3 credits. T. Lyson.

For course description, see R SOC 370.

SOC 375 Classical Theory (III)

Spring. 3 credits. R. Swedberg.

The course introduces students to major macro-sociological paradigms and encourages them to participate in "cross-paradigm" debates. The three main theorists of sociology (i.e., Marx, Durkheim, and Weber) are compared with respect to their approaches to the social sciences, their views on human history, their conceptions of capitalist society, and their ideas on social change. The assigned readings focus on the original writings of these theorists, while the lectures provide the requisite socio-historical context.

Advanced Courses

The following courses are intended for advanced undergraduates with substantial preparation, as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor.

SOC 408 Qualitative Methods (also SOC 508) (III)

Spring. 4 credits. M. Berezin.

This course aims to acquaint students with the practice of non-quantitative research methods. It does not offer a laundry list of techniques, rather it asks students to think about how particular methods are more or less suited to the answering of particular types of research questions. The course is divided into four parts: (1) a general discussion of theory, methods and evidence in social science; (2) a series of readings and exercises on particular methods; (3) an analysis of full-length works to see how they were put together; (4) discussion of student projects.

[SOC 427 The Professions: Organization and Control (also ILROB 427) (III)]

Fall. 3 credits. Prerequisite: permission of the instructor. Not offered 2002–2003.

P. Tolbert.

For course description, see ILROB 427.]

SOC 437 Social Demography (also R SOC 438) (III)

Fall. 3 credits. D. Gurak.

For course description, see R SOC 438.

[SOC 457 Health and Social Behavior (also HD 457) (III)]

Fall. 3 credits. Prerequisites: HD 250, SOC 101, R SOC 101, or SOC 251 and a course in statistics. Letter grades only. Not offered 2002–2003. E. Wethington.

For course description, see HD 457.]

SOC 470 Theories of the Family and the Life Course (also SOC 570) (III)

Spring. 4 credits. M. Clarkberg.

This seminar examines theoretical frameworks for understanding the family and the life course. Foci include the dynamics of role transitions and normative role trajectories, linkages across the various domains of individual lives (such as work and family), the interplay of individual and historical times, the social significance of age, and the linkages between individuals and the families and other social contexts they live in. We also briefly consider various methodological challenges associated with putting these theoretical perspectives into practice.

SOC 491 Independent Study

Fall or spring. 1–4 credits. This is for undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure the agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891–892.

SOC 495 Honors Research

Fall or spring. 4 credits. Limited to sociology majors in their senior year. Prerequisite: permission of instructor.

SOC 496 Honors Thesis: Senior Year

Fall or spring. 4 credits. Prerequisite: Sociology 495.

Graduate Core Courses

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor.

SOC 501 Basic Problems in Sociology I

Fall. 4 credits. M. Brinton.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

SOC 502 Basic Problems in Sociology II

Spring. 4 credits. D. Heckathorn.

Continuation of SOC 501. Emphasis is on the logical analysis of theoretical perspectives,

theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to specific theories and theoretical research programs. Theoretical perspectives include functionalism, social exchange, and interactionism.

SOC 505 Research Methods I: The Logic of Social Inference

Fall. 4 credits. Prerequisite: a first course in statistics and probability. S. Caldwell.
This course is an introduction to techniques of social inference. We cover research methods, sources of evidence, model design, and questions of empirical validity.

SOC 506 Research Methods II

Spring. 4 credits. S. Morgan.
This is a course on advanced linear regression analysis in theory and practice. After a review of classical bivariate regression and elementary matrix algebra, the course progresses under the credible assumption that the most important fundamentals of data analysis techniques can be taught in the context of simple multivariate linear models. Accordingly, the course provides a relatively formal treatment of the identification and estimation of single equation OLS and GLS regression models, instrumental variable models, traditional path models, and multiple indicator models. Interspersed with this material, the course addresses complications of regression modeling for the practicing researcher including: missing data problems, measurement error, regression diagnostics, weighting, and inference for surveys. The course concludes with a brief introduction to nonlinear regression, counterfactual models of causality, Bayesian inference, and hierarchical models.

SOC 507 Research Methods III

Fall. 4 credits. D. Grusky, D. Strang.
Introduction to the general linear model for discrete outcomes. Discussion of principles of estimation, model selection, coefficient interpretation, specification error, and fit assessment. The first half of the course covers logistic regression, probit, log-linear, and latent class models, while the second half of the course covers event history models. Although the statistical theory underlying these models is reviewed, issues of interpretation and estimation typically take precedence. Emphasis is accordingly placed on the analytic issues that arise in writing research papers with models of this kind.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. The seminars offered in each term are determined in part by the interests of students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered, but others may be added and some may be deleted. Students should check with the department before each term.

[SOC 504 Economy and Family (also SOC 404)]

4 credits. Not offered 2002-2003.
M. Clarkberg.
For course description, see SOC 404.]

SOC 508 Qualitative Methods (also SOC 408)

Spring. 4 credits. M. Berezin.
For course description, see SOC 408.

SOC 509 The Sociology of Marriage (also SOC 309, WOMNS 309, WOMNS 509)

Spring. 4 credits. M. Clarkberg.
For course description, see SOC 309.

[SOC 510 Seminar on Comparative Societal Analysis]

3 credits. Open to advanced graduate students throughout the social sciences, with permission of instructor. Not offered 2002-2003. M. Brinton.

This seminar is intended for advanced graduate students interested in comparative methods and research in the social sciences. It is offered in conjunction with the Comparative Societal Analysis program in the Einaudi Center for International Studies. Students enrolled for credit write critiques of papers presented at the seminar by faculty members and other graduate students, and work on their own project. Some weeks are devoted to collective reading and analysis of background work. Students may enroll for more than one semester.]

[SOC 518 Social Inequality: Contemporary Theories, Debates, and Models]

4 credits. Not offered 2002-2003.
D. Grusky.

This course serves as an introduction to contemporary theories, debates, and models regarding the structure of social classes, the determinants of social mobility, the sources and causes of racial, ethnic, and gender-based inequality, and the putative rise of postmodern forms of stratification. The twofold objective is to both review contemporary theorizing and to identify areas in which new theories, hypotheses, and research agendas might be fruitfully developed.]

SOC 519 Workshop on Social Inequality

Spring. 4 credits. K. Weeden.
This workshop provides a forum for students, faculty, and guest speakers to present and discuss their current research projects related to social inequality.

SOC 526 Social Policy (also SOC 326)

Fall. 4 credits. S. Caldwell.
For course description, see SOC 326.

SOC 546 Economic Sociology

Spring. 4 credits. R. Swedberg.
This course introduces the field of economic sociology and covers major topics addressed by sociologists studying the intersection of economy and society. We begin with classic statements on economic sociology and then move to the invigoration of the field in recent years, reading works that have been instrumental in this invigoration. Consideration is given to the several variants of "institutionalism" that have informed the sociological study of markets, organizations, and economic exchange.

SOC 570 Theories of the Family and the Life Course

Spring. 4 credits. M. Clarkberg.
This course provides an analysis of the theoretical approaches informing sociological understandings of the family and the human life course. Approaches include power and exchange models, interactionism, the new home economics, and life course approaches. Emphasis is on understanding the conflict and

congruence between existing theoretical frameworks, and on translating theoretical issues into empirical research questions.

[SOC 580 Simulating Social Dilemmas (also SOC 480)]

4 credits. Not offered 2002-2003. M. Macy.
For course description, see SOC 480.]

[SOC 590 Special Topics: Research Methods]

4 credits. Not offered 2002-2003. M. Macy, D. Strang.

This course covers special topics in the analysis of quantitative and qualitative data. The topics covered vary from year to year, but are typically chosen from such possibilities as: networks, social simulation, Bayesian methods, game theory, qualitative research methods, and laboratory experimentation. In fall 2002 the course will include a one-half semester module on event history analysis, and a one-half semester module on social simulation.]

SOC 591 Special Seminars in Sociology

Fall and spring. 2-4 credits. Staff.
These graduate seminars are offered irregularly. Topics, credit, and instructors vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for current offerings.

SOC 606-607 Sociology Colloquium

Fall and spring. No credit. Required of all sociology graduate students. Staff.
A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

SOC 608 Proseminar in Sociology

Fall. 1 credit. Enrollment restricted to first-semester sociology graduate students. Staff.
Discussion of the current state of sociology and of the research interests of members of the graduate field; taught by all members of the field.

SOC 660 States and Social Movements (also GOVT 660)

Fall. 4 credits. S. Tarrow.
For course description see GOVT 660.

SOC 680 Workshop on Transnational Contention (also GOVT 681)

Fall. 4 credits. S. Tarrow.
For course description, see GOVT 681.

SOC 691 Independent Study

Fall or spring. 2-4 credits. Prerequisite: graduate status and permission of a faculty member willing to supervise the project. Staff.

For graduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure the agreement of a faculty member to serve as supervisor for the project throughout the term.

[SOC 725 Analysis of Published Research in Organizational Behavior (also ILROB 725)]

3 credits. Not offered 2002-2003.
P. Tolbert.
For course description, see ILR 725.]

SOC 891-892 Graduate Research

891, fall; 892, spring. Up to 4 credits each term. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

SOC 895-896 Thesis Research

895, fall; 896, spring. Up to 6 credits each term. Prerequisite: permission of thesis supervisor.

SOUTH ASIA PROGRAM

C. Minkowski, director; A. Basu, K. Basu, D. Bor, D. Boucher, L. Derry, M. Farooqi, S. Feldman, D. Gold, M. Hatch, R. Herring, D. Holmberg, R. Kanbur, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, S. Kuruvilla, M. Latham, B. Lust, B. MacDougall, M. Majumdar, K. March, K. McGowan, S. Mohanty, V. Munasinghe, A. Nussbaum, S. Oja, P. Olpadwala, B. Perlus, T. Poleman, N. Sethi, D. Sisler, S. Subramanian, J. Toorawa, N. Uphoff, M. Walter, M. Weiss, A. Wilford.

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty include members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, comparative religion, ecology and systematics, economics, English, geology, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, and rural sociology. Undergraduates with a special interest in the region may major in Asian Studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian Studies with a concentration in South Asia.

Languages offered are Bengali, Hindi, Nepali, Sinhala, and Sanskrit. Foreign Language and Area Studies scholarships are available to graduate students who are U.S. citizens or permanent residents. Cornell is a member of the American Institutes of Bangladesh, Indian, Pakistan, and Sri Lankan studies. For details on the major, see the Department of Asian Studies listing in this volume. For courses available in South Asian studies, or for further information on research opportunities, direct questions to the South Asia Program Office, 170 Uris Hall.

SOUTHEAST ASIA PROGRAM

T. Chaloeontiarana, director; I. Azis, W. Bailey, A. Cohn, P. Gellert, M. Hatch, S. Kuruvilla, T. Loos, K. McGowan, A. Riedy, L. Ryter, J. Siegel, E. Tagliacozzo, K. Taylor, L. Williams, J. Wolff, Emeritus: B. Anderson, R. Baker, R. Jones, S. O'Connor, Lecturers: N. Jagacinski, T. Tranviet, S. Tun

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Seventeen core faculty members in the colleges of Arts and Sciences, Business and the Johnson Graduate School of Management, the School of Industrial and Labor Relations, and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region

stretching from Burma through the Philippines. Courses are offered in such fields as anthropology, Asian studies, economics, finance, government, history, history of art, labor relations, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian (Khmer), Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese. In addition, faculty from other disciplines also provide area instruction on Southeast Asia. The formal program of study is enriched by a diverse range of extracurricular activities, including an informal weekly brown bag seminar, art exhibits at the Johnson Museum, and concerts of the Gamelan Ensemble. The George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures as well as publication and outreach activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on this region in America.

Undergraduates may major in Asian Studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies with any other major by completing 18 credits of course work. Graduate students may work toward an M.A. degree in Southeast Asian studies or pursue a Master of Professional Studies in another school with a concentration in Southeast Asian studies. Ph.D. students specializing in Southeast Asia receive a doctorate in a discipline such as history, history of art, anthropology, government, music, economics, or city and regional planning. Academic Year and Summer Foreign Language and Area Studies scholarships are available to graduate students who are U.S. citizens or permanent residents.

For courses available in Southeast Asian studies and details on the major, see the Department of Asian Studies listing in this volume. Additional information is available on the Internet at: www.einaudi.cornell.edu/southeastasia. Inquiries for further information should be directed to the program office, 180 Uris Hall, (607) 255-2378 or SEAP@cornell.edu.

SPANISH

See Department of Romance Studies.

STATISTICAL SCIENCE DEPARTMENT

The university-wide Department of Statistical Science coordinates undergraduate and graduate study in statistics and probability. A list of suitable courses can be found in the section, "Interdisciplinary Centers, Programs, and Studies," in the front of this catalog.

SWAHILI

See Africana Studies and Research Center.

SWEDISH

See Department of German Studies.

TAGALOG

See Department of Asian Studies.

THAI

See Department of Asian Studies.

THEATRE, FILM & DANCE

D. Bathrick (on leave 2002-2003); R. Archer, S. Bernstein, S. Brookhouse, J. Chu, S. Cole, D. Feldshuh, A. Fogelsanger, (director of the undergraduate program in dance); D. Fredericksen, (director of the undergraduate program in film); J. E. Gainor, (director of graduate studies); K. Goetz (chair), D. Hall, E. Intemann, J. Kovar, B. Levitt, P. Lillard, R. MacPike, B. Milles, J. Morgenroth (on leave fall 2002), M. Rivchin, R. Schneider (on leave 2002-2003), J. Self, B. Suber, A. Van Dyke, (director of undergraduate studies); A. Villarejo

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, film, and dance. It also offers majors in each of those areas. These majors educate students in accordance with the general liberal arts ethic of the college. The department encourages academic and studio participation by students from all disciplines.

Theatre Arts Major

D. Bathrick (on leave 2002-2003), R. Archer, S. Bernstein, S. Brookhouse, S. Cole, D. Feldshuh, J.E. Gainor (director of graduate studies); K. Goetz, chair; D. Hall, E. Intemann, B. Levitt, P. Lillard, R. MacPike, B. Milles, R. Schneider (on leave 2002-2003), A. Van Dyke, (director of undergraduate studies)

The theatre major offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management. Students interested in the Theatre Arts major should consult with Alison Van Dyke (Director of Undergraduate Studies, Theatre, Film & Dance).

Theatre major requirements	Credits
1) THEATR 240 and THEATR 241 (two-semester introduction to theatre)	8
THEATR 250 Introduction to Theatre Design and Technology	4
THEATR 280 Introduction to Acting	3
2) Four laboratory courses distributed as follows:	Credits
THEATR 151 Production Lab I	1-3
THEATR 153, THEATR 253, or THEATR 353 Stage Management Lab I, II, or III	1-3
THEATR 155 Rehearsal and Performance or THEATR 151 in a different area	1-3
THEATR 251 or THEATR 351 Production Lab II or III	1-4

- 3) Four courses in the area of **Theatre Studies** (see Theatre Studies section of theatre courses) chosen in the following manner:
 - one course must be at 300 level
 - one course must be at 400 level
 - two additional courses at the 300 or above level
 - one of the four courses must be pre-twentieth century.
- 4) Three courses (at least 9 credits) in other Theatre courses chosen in consultation with the faculty adviser. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement.
- 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre major.

Honors

The Theatre honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be part of the honors program the student must maintain a GPA of 3.5 in classes for the theatre major and an average of 3.0 in all courses. Students must consult with their advisers in the spring of their junior year in order to enroll in the honors programs.

The Advanced Undergraduate Theatre Program

The department offers advanced study in directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Admission to the AUP is by invitation of the area faculty supervisor and the completion of a recommended "track" of courses or equivalent experience. (For recommended courses of study please see listing of courses at end of departmental listings.) Approval process will include a portfolio review and/or interview. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists.

Independent Study, Internships and Honors

THETR 300 Independent Study

Fall, spring, or summer. 1-4 credits. Independent study in theatre, film or dance allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 Schwartz Center.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits. To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the

faculty in their area of choice *prior* to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall, spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

General Survey Courses

THETR 230 Creating Theatre (IV)

Spring. 3 credits. Limited to 25 students. D. Hall and faculty. An introduction to theatrical production for the nonmajor. Students develop a new critical perspective of the performing arts by examining the creation of theatre onstage and backstage through lectures, demonstrations, discussions with various faculty and staff at the Schwartz Center, and by attending department productions. Some writing is required.

THETR 301 Mind and Memory: Exploring Creativity in the Arts and Sciences (also MUSIC 372, S HUM 301, ENGL 301) (IV)

Spring. 4 credits. J. Morgenroth and staff. Creativity is the attribute of the mind than enables us to make new combinations from often-familiar information, to perceive analogies and other linkages in seemingly unlike elements, to seek for synthesis. As is true of all learning, creativity is dependent on memory—a memory that is genetic and collective as well as personal and experimental. This course explores the nature of creativity in science and art, indicating the differing requirements for discovery in the disparate disciplines while demonstrating the commonality that underlies the creative process and binds physicist or mathematician to poet, composer, or visual artist. The course presents lectures by weekly guests from as many disciplines in the arts and sciences as possible, faculty members who discuss the process underlying their research or their work as creative and performing artists. Members of the course are encouraged to enroll in another course or be engaged in an activity (research, artistic production, or performance) in which the insights gained in this class can be applied or tested. In addition, each section engages in a common creative project. To further abet the active participation so necessary to learning, students are asked to keep a journal, one that summarizes their understanding of and response to, the lectures and readings from the required texts. Students are also obliged to attend several public art exhibits or performances and write two papers.

[THETR 430 Introduction to Theatre Management

Fall. 4 credits. Limited to 15 students. Not offered 2002-2003. J. E. Gainor. This class is designed to introduce students to the profession of theatre management. The class will be a project-oriented study of components of the field, such as marketing, fundraising, contracts, organizational structures, personnel management, accounting, and box office.]

Theatre Studies

THETR 214 The Comic Road to Wisdom (also COM L 211) (IV)

Spring. 4 credits. S. Donatelli. See COM L 211 for description.

THETR 223 The Comic Theater (also COM L 223 and CLASS 223) # (IV)

Fall. 3 credits. J. Rusten. For description, see CLASS 223.

THETR 240 Introduction to World Theatre I @# (IV)

Fall. 4 credits. E. Winet. A survey of practices, literatures, and themes of theatrical performance in Africa, America, Asia, and Europe from antiquity to around 1600. Case studies drawn from ancient Egypt, Greece, Rome, the Near East, and India; medieval/feudal Indonesia, China, Japan, and England up to the age of European colonialism. Issues of masking and identity, storytelling and ritual, stage and society, tradition and modernity. Lecture will be combined with frequent student projects.

THETR 241 Introduction to World Theatre II # (IV)

Spring. 4 credits. E. Winet. A survey of world theatrical performance from around 1600 to the present. Case studies drawn from English and French seventeenth-century theatres; recent traditional theatres of Japan, India, China, and Africa; bourgeois, realistic and avant-garde theatres of Europe and the United States; postmodern and postcolonial theatres of the past half century. Recurring issues of realism and theatricalism, innovation and nostalgia, globalization and marginalization. Lecture will be combined with frequent student projects.

[THETR 320 Queer Theatre (also ENGL 352 and WOMNS 320) (IV)

Spring. 4 credits. Limited to 20 students. Not offered 2002-2003. J. E. Gainor. What is Queer Theatre and did it exist before the politicization of Queer Identity? Starting with the Renaissance in England, we examine dramatic, critical, historical, and other writing as we pose questions about spectatorship, visibility and professionalism. Evening film screenings are required.]

THETR 321 Asian Theatre and Drama (IV)

Spring. 4 credits. E. Winet. A survey of the theatres of Asia from antiquity to the present. The course will progress regionally through West, South, Southeast and East Asia with a final unit addressing the modern theatres of Asia as a whole. We will consider performance forms and training methods, dramatic canons, and other scenic elements of Asian theatres with particular attention to the integration of music, dance, enactment, and speech in many Asian genres. We will trace contexts for the development of major traditions and genealogies of influence

between Asian performance cultures and between Asia and the West.

[THETR 322 Russian Drama and Theatre (also RUSSL 332) (IV)]

Spring. 4 credits. Not offered 2002–2003.
S. Senderovich.

See RUSSL 322 for description.]

[THETR 332 Medieval and Renaissance Theatre (also COM L 332) (IV)]

Spring. 4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 2002–2003. J. E. Gainor.

Besides the discussion of representative plays from these periods, this class may focus on questions such as the staging of medieval drama, the relation between the church and the community, and the ways in which historians and critics have interpreted the Renaissance, especially in light of class, race, and gender on stage as well as in the audience.]

[THETR 333 European Drama 1660–1900: Moliere to Ibsen (also ENGL 335 and COM L 336) (IV)]

Spring. 4 credits. Not offered 2002–2003.
R. Parker.

See ENGL 335 for description.]

[THETR 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335, VISST 335) (IV)]

Fall. 4 credits. Staff.

A study of drama and the cultural contexts of its performance from the mid-nineteenth century to the mid-twentieth century in Europe and America. We move from symbolism and naturalism through to constructivism, expressionism, dadaism, futurism, surrealism and on to Brecht and Artaud and a few of their more contemporary descendants. Students engage in performance projects as well as text analysis.

[THETR 336 American Drama and Theatre (also ENGL 336 and AM ST 334) (IV)]

Fall. 4 credits. Limited to 25 students.
Prerequisite: permission of instructor. Not offered 2002–2003. J. E. Gainor.

A survey of American theatre from 1900–1960. Emphasis is placed on the relationship among theatre, culture, and history.]

[THETR 337 Contemporary American Theatre (also ENGL 337) (IV)]

Spring. 4 credits. Limited to 20 students.
Not offered 2002–2003. J. E. Gainor.

A survey of American drama and theatre post-1960. Particular emphasis will be placed on plays by women and dramatists of color. We explore questions of identity and theatrical responses to contemporary American culture.]

[THETR 339 The Avant-Garde: Dead or Alive? (IV)]

Spring. 4 credits. Prerequisite: permission of instructor. Limited to 15 students. Not offered 2002–2003. R. Schneider.

This class will explore experimental performance today, with concentration on the performative bases of the European and American Avant-Garde in art and in theater. We engage in the debate about whether the avant garde is “dead” or not, based on contemporary examples. We also explore whether or not there was/is an “avant-garde” in other parts of the world—Africa, Japan, India, and so on. We begin by studying the historical avant-garde, but move quickly to the “neo-avant-garde” and to theories and

practices of theatrical postmodernism and performative installation art. Students make performative/art work as well as engage in text analysis.]

[THETR 345 The Tragic Theater (also CLASS 345 and COM L 344) (IV)]

Spring. 4 credits. Limited to 40 students.
F. Ahl.

See CLASS 345 for description.

[THETR 372 Medieval and Renaissance Drama (also ENGL 372/677) # (IV)]

Spring. 4 credits. A. Galloway.

See ENGL 372 for description.

[THETR 373 English Drama from 1700 to the Present (also ENGL 373) # (IV)]

Spring. 4 credits. Not offered 2002–2003.
S. McMillin.

See ENGL 373 for description.]

[THETR 403 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 603, VISST 403) (IV)]

Spring. 4 credits. Not offered 2002–2003.
R. Schneider.

Taking a broad spectrum approach to performance, this course includes anthropological texts on ritual and play, sociological texts on performances in everyday life, literary studies texts on “performatives” in speech and writing, folklore studies on parades and reenactments, psychological and philosophical studies on the role of performance in the formation of identity, as well as standard texts of the theater. We consider the distinctions between play, ritual, spectacle, festival, theater, and the “visual” arts. We explore the differences between spectating and witnessing and examine studies on audience behavior. At the base of our inquiry is the broad issue of the role of representational practices within culture and among cultures. If, as Barbara Meyerhoff has written, we understand ourselves by showing ourselves to ourselves, what role does “showing” have in construction of the selves we seek to understand? Why is postmodern culture often called the “society of the spectacle” (Debord)? If, as Aristotle claimed, we are mimetic creatures at base, which comes first—representation or reality? Looking closely at the notion of “live” art, we weigh theorists who claim that performance is ephemeral and disappearing against those who claim that performance, such as oral history, is resilient and enduring. Students have the opportunity to do fieldwork, create performative works, and engage in scholarly study.]

[THETR 405 Operatic Contacts (also S HUM 405, GERST 404, COM L 408) (IV)]

Fall. 4 credits. Permission of instructor. Limited to 15 students. Not offered 2002–2003. A. Groos.

See Society for the Humanities for complete description.]

[THETR 420 Brecht, Artaud, Mueller, Wilson (also GERST 430 and COM L 430) (IV)]

Fall. 4 credits. Not offered 2002–2003.
D. Bathrick.

See GERST 430 for description.]

[THETR 423/623 Translation for the Theatre (also COM L 446/646) (IV)]

Spring. 4 credits. Prerequisites: proficiency in language other than English; coursework in dramatic literature, directing, or playwriting. Not offered 2002–2003. J. E. Gainor.

What is involved in the process of translation for the theatre and what makes a translation effective on stage? What should factor into our selection or creation process for theatrical translations? Using a case-study format for the first half of the term, we examine important dramatic texts in their English translations to consider such issues as humor, colloquial language, political and cultural allusion, poetics, and the use of “literal translation”. Dramatists considered may include Aristophanes, Moliere, Chekov, and others. We begin with an overview of translation theory and then move into specifically theatrical concerns, especially from directing, playwriting, and dramaturgical perspectives. The second half of the term functions as a writing workshop; each student selects a script and, bearing in mind our theoretical and practical discussions, works towards developing a playable translation as a final project.]

[THETR 424 Elizabethan and Jacobean Drama (also ENGL 425) (IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2002–2003. B. Adams.

See ENGL 425 for a complete description.]

[THETR 425 Introduction to Dramaturgy and Dramatic Criticism (IV)]

4 credits. Prerequisite: THETR 240 and 241, or their equivalents. Limited to 15 students. Not offered 2002–2003. J. E. Gainor.

What is dramaturgy? What does a dramaturg do? We examine this position in the theatre in both historical and practical modes. The class is primarily a practicum, involving dramaturgical work on departmental productions, participation with student playwrights on new script development, and practice in the writing of dramatic criticism.]

[THETR 426 Adaptation: Text/Theatricality (IV)]

Spring. 4 credits. Prerequisite: permission of instructor. B. Milles.

Mounting a script into a show is a process of adaptation from page to stage. But dramas have also been translations of other media. Sondheim's *Sunday in the Park with George* “adapted” a painting by Seurat. Stringberg's *Ghost Sonata* “translated” a symphony by Beethoven. Plays can even be adapted into other plays: Césaire's *A Tempest*, Paula Vogel's *Desdemona: A Play about a Handkerchief*, Heiner Müller's *Hamletmachine*. In performance art (where there is often no script) examples abound as well: Can you imagine reenacting Edward Manet's *Olympia* while someone builds a frame around you? And there are lots of exciting possibilities that arise in adapting across cultures—such as a Kathakali *Lear* or a Shakespearean *Mahabharata*. In this class we challenge the boundaries of text to discover the possibilities of performance. We ask: How do we translate inspiration into tangible (or intangible) theatrical imagery? Working in workshop format as actors and writers we explore the process of developing theatre pieces based on a variety of sources.

[THETR 429 Seminar in Theatre History: The Provincetown Players and Greenwich Village Culture, 1915–1922 (also AM ST 430.3 Honors Program, ENGL 426) (IV)]

Fall. 4 credits. Not offered 2002–2003.
J. E. Gainor.

This seminar explores a number of artistic, political, and social movements emanating from Greenwich Village in the ‘teens and

twenties, and explore their impact on the evolution of American drama. The Provincetown Players, the theatre company that first showcased O'Neill, Glaspell, Millay, and other important American writers, is the focus of our analysis. The seminar is designed as a case study in the critical practice of cultural studies.]

[THETR 431 Theory of the Theatre and Drama (also COM L 433) # (IV)]

Fall. 4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 2002-2003. D. Bathrick.

A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.]

[THETR 433 Dramaturgy: Play and Period (also ENGL 435) (IV)]

Fall. 4 credits. Not offered 2002-2003. J. E. Gainor.]

[THETR 435 Special Topics: The Victorian and Edwardian Theatre (also ENGL 422) (IV)]

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2002-2003. J. E. Gainor.

An in-depth exploration of theatre and drama in England from the mid-nineteenth through early twentieth centuries. Topics include melodrama, the social problem play, the popular stage, the conditions of theatrical production, and the impact of European theatre. Representative authors include Robertson, Pinero, Shaw, Wilde, Robins, Galsworthy, and St. John.]

THETR 436 The Female Dramatic Tradition (also WOMNS 433) (IV)

Spring. 4 credits. Staff.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course explores these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.

[THETR 438 East and West German Drama (also GERST 438 and THETR 648) (IV)]

4 credits. Not offered 2002-2003. D. Bathrick.

Course covers major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) are treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

THETR 445 Text Analysis for Production: How to Get from the Text onto the Stage (also VISST 445) (IV)

Spring. 4 credits. Prerequisite: THETR 281 or THETR 250 or THETR 398, or permission of instructor. Limited to 15 students. B. Levitt.

This course examines the play as the central, essential source for production decisions made by the actor, the director, the designer, and the dramaturg. Students "present" their conclusions about the performance of studied texts through project work as either an actor, director, designer, or dramaturg, as well as through two to three papers.

THETR 446 Shakespeare in (Con)text (also VISST 446) # (IV)]

Fall. 4 credits. Prerequisites: THETR 280 or permission of instructor. B. Levitt.

This course examines how collaboration among stage directors, designers, and actors leads to differing interpretations of the plays. The course focuses on how the texts themselves are blueprints for productions with particular emphasis on the choices available to the actor inherent in the text.

THETR 454 American Musical Theatre (also ENGL 454 and MUSIC 490) (IV)]

Spring. 4 credits. Prerequisite: ENGL 272 or THETR 240 and 241 and ability to read music at the level of MUSIC 105.

S. McMillin.

See ENGL 454 for description.

THETR 459 Contemporary British Drama (also ENGL 459) (IV)]

Spring. 4 credits. Limited to 15 students. S. McMillin.

See ENGL 459 for a complete description.

THETR 472 Sondheim and Musical Theatre (also ENGL 473) (IV)]

Fall. 4 credits. S. McMillin.

See ENGL 473 for description.

[THETR 483 Seminar in Comparative Twentieth-Century Anglophone Drama (also ENGL 483) (IV)]

Fall. 4 credits. Some knowledge of classical and avant-garde theories of drama and theatre would be useful, but is not a prerequisite. T. Not offered 2002-2003. B. Jeyifo.

The course explores twentieth-century Anglophone drama in diverse areas of the English-speaking world. Through works of Irish, African, Caribbean, and U.S. playwrights like Friel, Soyinka, Fugard, Walcott, and Shange, the seminar is organized around two principal issues: the use of folk, ritual, vernacular, and carnivalesque performance idioms to transform the received genre of Western literary drama and themes of empire, colony, and postcolony in the making of the modern world.]

THETR 580 Problems in Asian Art: Dancing the Stone: Body, Memory, and Architecture (also ART H 580 and ASIAN 580)

Spring. 4 credits. K. McGowan.

See ART H 580 for description.

THETR 600 Proseminar in Theatre Studies

Spring. 4 credits. Limited to graduate students.

An introduction to the theory and methods involved in the study of the theatre. Attention focuses on pedagogy and the profession in Part I. Part II explores current scholarly trends.

THETR 637 Seminar in Dramatic Theory (also COM L 638)

Fall. 4 credits. Prerequisite: permission of instructor. Staff.

In the past decade, critics have claimed that theatrical interculturalists from rich countries have plundered the traditions of poor countries much as the old colonizers plundered their physical resources. Apologists have countered that interculturalism builds links between parochial theatre cultures. In the first part of this seminar, we will trace the theoretical roots of the interculturalist "apology" of the Western avant-garde (readings may include Voltaire, Goethe, Yeats,

Craig, Artaud, and Brecht), and of its "criticism" in postcolonial theory (readings may include Foucault, Fanon, Said, Bhabha, Trinh, Gomez-Pena, Roach, Bharucha). In the second part of this seminar, we will examine case studies of intercultural and postcolonial plays and productions from around the world (including Peter Brook's Mahabharata, and possibly works by Césaire, Mnouchkine, Barba, Suzuki, Bharucha, Rendra, Zimmerman and Thiyam.)

[THETR 648 East and West German Drama: Post-1945 (also THETR 438 and GERST 438)]

3 credits. Not offered 2002-2003. D. Bathrick.]

[THETR 660 Visual Ideology (also COM L 660 and GERST 660)]

Spring. 4 credits. Not offered 2002-2003. G. Waite.

For description, see GERST 660.]

[THETR 679 Bertolt Brecht in Context (also GERST 679 and COM L 679)]

4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 2002-2003. D. Bathrick.

See GERST 679 for description.]

[THETR 703 Theorizing Film (also ENGL 703 and FRLIT 695)]

Fall. 4 credits. Not offered 2002-2003. T. Murray.

See ENGL 703 for description.]

THETR 710 The Pedagogy of Theatre

Fall. 4 credits. The taking of this class must coincide with the offering of the relevant undergraduate class, with the permission of the instructor. Staff.

This class provides graduate students in the field of theatre an opportunity to work directly with a faculty member to explore pedagogical theory and practice for undergraduate theatre classes in all areas of the curriculum.

Acting

THETR 155 Rehearsal and Performance

Fall or spring. 1-2 credits. 1 credit per production experience per semester up to 2 credits per semester. Students must register for the course in the term in which credit is earned. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

THETR 205 Rehearsal Workshop

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission. Staff.

This course enables students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class depends on the needs of a particular production (history, choreography, textwork, dramaturgy, etc.).

THETR 280 Introduction to Acting (IV)

Fall or spring. 3 credits. Each section is limited to 16 students. Preregistration and registration only through roster in the department office, 225 Schwartz Center. Staff. An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus is on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

THETR 281 Acting I (IV)

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, 225 Schwartz Center. 281 is restricted to sophomores and above.

Practical exploration of the actor's craft through exercises in physical and psychological action, improvisation and scene study.

THETR 282 Standard American Stage Speech (IV)

Spring. 3 credits. Prerequisites: THETR 280 and permission of instructor. Limited to 10 students. A. Van Dyke.

An introduction to Standard American Stage Speech. We study various regional American accents and Standard American Stage Speech using the International Phonetic Alphabet (IPA) as a way to designate the vowel, diphthong, and consonant sounds of spoken English. The goal of this course is to learn speech for use in performing Shakespeare, Shaw, Chekov, Moliere, etc.

[THETR 283 Voice and Speech for Performance (IV)]

Fall. 3 credits. Limited to 12 students. Primarily for department majors. Prerequisite: permission of instructor. Not offered 2002–2003. Staff.

Registration only through department roster 225 Schwartz Center. Development of the speaking voice with additional emphasis on dramatic interpretation.]

THETR 284 Speech and Dialects for Performance (IV)

Spring. 3 credits. Limited to 10 students. Primarily for department majors. Prerequisites: THETR 281 and permission of instructor. A. Van Dyke.

Development of speech and dialects in dramatic text.

THETR 287 Summer Acting Workshop

Summer. 3 credits. Limited to 16 students in a section. B. Levitt and staff.

An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology.

THETR 380 Acting II (IV)

Fall. 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students. S. Cole. A continuation of Acting I. Special consideration is given to a physical approach to characterization.

THETR 381 Acting III: Advanced Scene Study (IV)

Spring. 3 credits. Prerequisite: THETR 380 and audition. Strong preference given to those who have taken THETR 446. Limited to 10 students. B. Levitt.

This course focuses on advanced problems in for the stage. Monologues and scenes are drawn from Shakespeare and classical sources.

THETR 385 Advanced Studies in Acting Techniques (IV)

Fall. 3 credits. Prerequisites: THETR 281, audition, and permission of instructor. Limited to 10 students. Topic varies each semester. May be repeated for credit. S. Cole.

THETR 387 Movement for the Actor

Fall. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. B. Milles.

Physical skills for the actor are developed through work with LeCoq-based Neutral Mask corporeal mime, and physical acting techniques.

THETR 415 The History of Acting (IV)

Spring. 3 credits. Limited to 10 students. Prerequisites: THETR 380 and permission of instructor. S. Cole.

A study of the art of acting in its historical and cultural context from the Greeks to the early twentieth century, with an emphasis on an analytical understanding of acting methodology in relation to social context. Lectures and film showings, with student papers and presentations required.

Directing**THETR 177 Student Laboratory Theatre Company**

Spring. 1–2 credits.

The Student Laboratory Theatre Company is a group of student-actors who earn credit by acting in three scenes directed by students taking THETR 498. Students enrolling in SLTC for credit will earn 1 credit for 2 projects and 2 credits for 3 projects. SLTC also meets with directors once a week.

THETR 398 Fundamentals of Directing I (also VISST 398) (IV)

Fall. 3 credits. Limited to 9 students. Prerequisite: permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Students should see instructor one year in advance to sign up for course. D. Feldshuh.

Focused, practical exercises teach the student fundamental staging techniques that bring written text to theatrical life. A core objective is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student directs a number of exercises as well as a short scene.

THETR 498 Fundamentals of Directing II (IV)

Spring. 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Recommended: THETR 250 and 281. D. Feldshuh.

This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student directs a series of projects and public presentations focusing on specific directorial challenges.

THETR 499 Practicum in Directing

Fall or spring. 1–4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh.

This course allows the student who has completed the appropriate prerequisites the

opportunity to direct a full presentation of theatre in conjunction with a faculty mentor. It may also involve an internship with a prominent director on campus or the opportunity to assistant direct a faculty or guest director.

Playwriting**THETR 348 Playwriting (IV)**

Fall. 4 credits. Limited to 12 students.

Prerequisite: permission of instructor.

B. Milles.

Various approaches and techniques are examined as the student is introduced to the art and craft of dramatic writing. The student is required to read dramatic texts, observe theatre productions and rehearsals, and write. The semester culminates in the completion of a 20- to 30-minute one-act play.

[THETR 349 Advanced Playwriting (IV)]

Spring. 4 credits. Prerequisite: THETR 348 or permission of instructor. Not offered 2002–2003. Staff.

A continuation of THETR 348, emphasizing advanced techniques and culminating in the completion of a full-length play.]

[THETR 497 Seminar in Playwriting

1–4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. Not offered 2002–2003. Staff.

This class is an extension of THETR 348 and 349. Students formulate a process for developing a full-length play, which they develop over the course of the semester. The class meetings are made up of discussions about the students' process and creative tactics, and reading of material generated by the playwrights.]

Design, Technology, and Stage Management**Design****THETR 250 Fundamentals of Theatre Design and Technology (IV)**

Fall and spring. 4 credits. Not open to first-term freshmen. Limited to 12 students. Registration only through department roster in 225 Schwartz Center. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently. K. Goetz, W. Cross, E. Intemann, S. Bernstein.

Lectures, discussion, and project work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$50).

THETR 254 Theatrical Makeup Studio

Spring. 3 credits. Students are required to purchase makeup kits which the instructor will provide (approx. cost \$50) Limited to 10 students. S. Bernstein.

Basic techniques of make-up for the stage including corrective, old age, likeness, and fantasy; use of three-dimensional make-up, wigs and hair pieces.

THETR 263 CAD Studio for the Theatre

Spring. 3 credits. Limited to 8 students.

Prerequisite: permission of instructor. K. Goetz and selected theatre production faculty and staff.

Students use commercially available 3-D modeling and rendering software to explore the process of designing scenery and lighting for the live theatre. Vectorworks and Photoshop are the primary applications used. Former theatre experience is helpful but not essential.

THETR 319 Music, Dance, and Light (also DANCE 319, VISST 319) (IV)

Fall. 3 credits. Attendance at dance concerts and music concerts is required. E. Intemann and A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes devoted to creating sound, movement, and lighting.

THETR 343 Costume History: From Fig Leaf to Vanity (IV)

Fall. 3 credits. Limited to 20 students. S. Bernstein.

Costume History offers an overview of the history of clothing from the first signs of clothing to the early twentieth century. It investigates personal, social, religious, political, and regional reasons for why and how clothing evolved.

THETR 362 Lighting Design Studio I: Lighting in the Performing Arts (IV)

Fall. 4 credits. Prerequisite: THETR 250 or permission of instructor. Limited to 6 students. E. Intemann.

The theory and practice of lighting design as a medium for artistic expression. This course explores the aesthetic and mechanical aspects of light and their application in the theatre. Artistic style and viewpoint are also covered.

THETR 364 Scenic Design Studio (IV)

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). K. Goetz.

An exploration of the process of designing scenery for the live theatre. Projects employ various media to explore dramatic use of architecture, the scenic space, and elements of interior design. Experience in theatre production and graphic skills is helpful but not essential.

THETR 366 Costume Design Studio (IV)

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50). Limited to 10 students. S. Bernstein.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and an understanding of production style. May be repeated for credit.

THETR 368 Sound Design Studio (IV)

Fall. 3 credits. Limited enrollment to 6 students. Prerequisite: THETR 250 or 252 or permission of instructor. Students are required to purchase supplies (approximate cost \$20). W. Cross.

The use of sound as a medium of design for the theatre; research and creation of the theatrical sound score, digital recording and basic audio engineering techniques with projects in post production studio engineering and live recording. Emphasis is on producing viable sound designs for live theatre events.

THETR 369 Digital Audio Studio (IV)

Spring. 3 credits. Prerequisite: THETR 368. Limited to 6 students. By permission of instructor only. W. Cross.

A project oriented course focusing on current techniques in digital audio recording, editing and processing for theatre, and video production. Students explore Digidesign's Pro Tools multitrack environment, MOTU's Digital Performer including basic MIDI operation and methods of synching audio to video. Some experience with audio recording, music, or video production is helpful but not necessary.

THETR 371 Costume Design Studio II (IV)

Fall. 3 credits. Prerequisite: THETR 250 or 366, or permission of instructor. Students are required to purchase materials which the instructor will specify (approx. cost \$50). Limited to 10 students. S. Bernstein.

This course explores unconventional costume designs for theatre and dance. It deals with the special considerations found in many plays and performance pieces, such as the theatricalization of non-human subjects (animals, plants, machines, magical creatures, etc.), the visualization of music, or the support or enhancement of movement. It also covers alternative (some non-western) ways to create character through costume, make-up, masks, and wearable forms of puppetry.

THETR 462 Lighting Design Studio II (IV)

Spring. 4 credits. Prerequisite: THETR 362 or permission of instructor. Limited to 6 students. E. Intemann.

This course concentrates on designing lighting for different genres in various venues, developing the lighting designer as a versatile artist. Personal style and artistic commitment are stressed.

THETR 464 Scene Design Studio II (IV)

Spring. 3 credits. Prerequisite: THETR 364 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost \$50). K. Goetz.

Projects and activities are tailored to the creative and developmental needs of the individual student with emphasis on developing professional standards and practices that would prepare the student for a major design assignment.

Technology

THETR 252 Technical Production Studio I

Fall. 3 credits. Limited to 6 students. D. Hall and F. Sellers.

Stage Lighting and Sound Technology: the practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork are explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of 50 hours for the semester.

THETR 256 Technical Production Studio II

Spring. 3 credits. Limited to 6 students. Students are required to purchase materials, which the instructor will specify (approximate cost \$50.). Prerequisite: THETR 250 or permission of instructor. Additional hands-on time in prop and paint shops required, to be discussed. A. Mansfield.

Scene Painting: introduction to the basic techniques of painting scenery, including but not limited to the layout and painting of bricks, marble, stone, and wood grain for the theatre. Individual projects in scene painting and participation on paint crew for productions are included. **Stage Properties:**

introduction to the processes of propmaking, including furniture construction and upholstery techniques, use of shop tools and materials, period research, and painting and finishing.

THETR 340 Theatrical Drafting and Technical Drawing Studio

Fall. 3 credits. Limited to 6 students. Prerequisite: THETR 250 or permission of instructor. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. Involves a series of projects to familiarize students with the convention and process of visualization and drafting.

THETR 352 Themed Entertainment: The Technical Perspective

Fall. 3 credits. Limited to 12 students. R. Archer.

Exploration into the integration of art and science in today's theme parks and interactive entertainment attractions. Papers, projects, and discussions deal with planning and development aspects of large-scale entertainment projects including architecture, engineering, construction, and attraction installation. Focus is on the specialized entertainment technologies that make these attractions work: audio and lighting design, ride and show control systems, and special effects.

THETR 354 Stagecraft Studio

Fall. 3 credits. A minimum of 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

THETR 356 Costume Construction Studio

Spring. 3 credits. A minimum of 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Lab fee of \$25 to be paid in class. R. MacPike.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

THETR 360 Costumes: Special Projects

Fall. 3 credits. Permission of instructor. Lab fee of \$50 to be paid in class. Course may be repeated for credit. R. MacPike.

This course is designed for students who have completed a basic construction class (in THETR or TXA, or other) and are interested in acquiring skills beyond the basic techniques. The objective is to introduce students to areas of costuming that are not taught presently, such as millinery, fabric modification, corsetry, and underpinnings-skills that make a costume student more marketable upon graduation. Areas of focus for each semester may be determined by particular production needs. Along with the pieces constructed, students are asked to research and record their findings.

Stage Management

THETR 153 Stage Management Production Laboratory I

Fall and spring. 1–2 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Kiplinger Theatre at the Schwartz Center on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as assistant stage manager for a dance theatre concert or as a stage manager for readings, Black Box lab productions, or S.L.T.C. under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 253 Stage Management Laboratory II

Fall and spring. 1–4 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Kiplinger Theatre at the Schwartz Center on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as assistant stage manager for a season production under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 353 Stage Management Laboratory III

Fall and spring. 1–4 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Kiplinger Theatre at the Schwartz Center on the first Tuesday of classes. Prerequisite: permission of the instructor. P. Lillard.

Practical experience in theatrical production as stage manager for a dance theatre concert or an AUTP production under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 370 Stage Management Studio

Fall. 2 credits. Prerequisite: THETR 250 or 280 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost: \$10). P. Lillard.

Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. THETR 153, 253, and 353 complement this course.

THETR 453 Stage Management Laboratory IV

Fall and spring. 1–5 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard.

Practical experience in theatrical production as stage manager for a season production under the supervision of the faculty production manager.

Production Laboratories

THETR 151 Production Laboratory I

Fall and spring. 1–3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester in the Kiplinger Theatre at the Schwartz

Center. P. Lillard, S. Brookhouse, F. Sellers. This course provides practical experiences in theatrical production. Students can work on scenery, costumes, properties, lighting, or stage crew. No prerequisites or experience required.

THETR 251 Production Laboratory II

Fall and spring. 1–3 credits. Prerequisite: permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester in the Kiplinger Theatre at the Schwartz Center. P. Lillard, D. Hall, F. Sellers, R. MacPike.

Practical experience in theatrical production, as a light board operator, sound board operator, sound technician, head dresser or scenery/props special project.

THETR 351 Production Laboratory III

Fall and spring. 1–3 credits. May be repeated for credit. Prerequisite: permission of instructor. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann, F. Sellers.

Practical experience in theatrical production as a master electrician, assistant technical director, assistant costume shop manager, or assistant to a faculty or guest director or designer.

THETR 451 Production Laboratory IV

Fall and spring. 1–4 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann.

Practical experience in theatrical production, in the position of designer, shop manager, technical director or sound engineer.

Independent Study, Internships and Honors

THETR 300 Independent Study

Summer, fall, or spring. 1–4 credits.

Independent Study in the theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 Schwartz Center.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1–3 credits.

To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice prior to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance.

This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance.

This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

Film

D. Bathrick (on leave 2002–2003), D. Fredericksen (director of the undergraduate program in film), S. Haenni, M. Rivchin, A. Villarejo

The study of film began in this department in the 1930s and continues to be based here. In the intervening years, however, it has also spread into a significant number of other departments in the College: Africana studies, anthropology, Asian studies, comparative literature, English, German studies, history, psychology, romance studies, and women's studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition. The foundational courses in film production and in the history, theory, and criticism of film as an art are centered in this department.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The three ways currently being used are as follows: (1) majoring in film within the Department of Theatre, Film & Dance; (2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); and (3) focusing on film as a College Scholar. Students interested in options 2 or 3 should consult Don Fredericksen (Theatre, Film & Dance) and Ken Gabard (director of the College Scholar Program or Lynne Abel (director of the Independent Major program). Students interested in the first option should consult Don Fredericksen (director of the undergraduate program in film). In addition, students should be aware that the College has recently approved a five-course concentration in visual studies, which can be taken independently of, or in conjunction with, a major in film. Students interested in the visual studies concentration should contact Brett deBary, Asian Studies, its director.

Film Major Requirements

The department's film major requires a total of 50 credits in film and related courses. Students should note that a number of film courses—including two required "core" courses: (FILM 375 and 376)—are offered in alternating years. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. In particular, students must plan to be in residence at Cornell during both their junior and senior year **fall** semesters in order to take FILM 375 and 376. Within the "core" required courses, FILM 274, Introduction to Film Analysis, should be taken during the sophomore year. **Please note: beginning fall 2002 prospective majors must earn a grade of B- or higher in FILM 274 to be accepted into the major. Students may not**

enter the major until they have completed **FILM 274** in the fall semester of their sophomore year.

Majors wishing to use the production courses in a substantial manner must plan carefully and work within certain limits. These courses are: **FILM 277**, **377**, **383**, **477**, **478**, **493**. Enrollment in each of these courses is limited by the nature of the work and by facilities. Enrollment in **FILM 477**, **478**, and **493** depends on the quality of previous work in **FILM 277**, **377**, and/or **383**; enrollment is not guaranteed. Majors without a strong interest in production can complete the production requirement with one course: **FILM 277**. Majors with a strong interest in production should begin instead with **FILM 377**, after they have taken **FILM 274** in their sophomore year. The total credits in production courses cannot exceed 20 hours; this limit is strictly enforced.

1. A core of four film courses:

FILM 274 Introduction to Film Analysis (offered every fall semester) 4

FILM 375 History and Theory of Commercial Narrative Film (offered alternate fall semesters; offered 2002-2003) (prerequisite for film majors: **FILM 274**) 4

[**FILM 376** History and Theory of Documentary and Experimental Film (offered alternate fall semesters; not offered 2002-2003) (prerequisite for Film majors: **FILM 274**)] 4

FILM 277 Video Production I (offered alternate spring semesters, and some summers; next offered spring 2003) 3

OR

FILM 377 Fundamentals of 16mm Filmmaking (offered three semesters in every four; offered fall 2002 and 2003, and spring 2004) 4

2. One of the following theatre courses:

THETR 250 Fundamentals of Theatre Design/Technology (offered every semester) 4

THETR 280 Introduction to Acting (offered every semester) 3

THETR 398 Directing I (prerequisite: permission) (offered every fall semester) 3

3. Four courses (15-16 credits) in film offered by Theatre, Film & Dance as below, or (with consent of advisor) by other departments:

[**FILM 264** Interpreting Hitchcock (Not offered 2002-2003; next offered spring 2004)] 4

FILM 277 Video Production I (offered spring 2003 and spring 2005) 3

FILM 291 Filming Other Cultures (TBA) 3

[**FILM 341** French Film (not offered 2002-2003; next offered 2003-2004)] 4

FILM 342 The Cinema and the American City 4

[**FILM 369** Fast Talking Dames (not offered fall 2002; next offered fall 2003)] 4

[**FILM 378** Soviet Film of 20s and French Film of 60s (offered occasionally; not offered spring 2002-2003)] 4

[**FILM 379** Modern Documentary Film (offered alternate spring semesters; not offered spring 2003; next offered spring 2004)] 4

FILM 383 Screenwriting (offered every spring semester) 4

FILM 386 Third Cinema (offered alternate years; offered spring 2003) 4

FILM 391 Media Arts Studio I (tentatively scheduled for fall 2002 or spring 2003) 3

[**FILM 395** Video: Art, Theory, Politics (offered occasionally; next tentative offering 2004-2005)] 4

[**FILM 396** German Film (offered occasionally; not offered 2002-2003)] 4

AS&RC 435 African Cinema (offered fall 2002) 4

[**FILM 450** Rescreening the Holocaust (offered occasionally; next offered fall 2003)] 4

FILM 455 History of Modern Polish Cinema (offered alternate spring semesters; offered spring semester 2003) 4

[**FILM 473** Film and Spiritual Questions (offered alternate spring semesters; not offered spring 2003; next offered spring 2004)] 4

FILM 474 Jung, Film, and the Process of Self-Knowledge (offered alternate spring semesters; offered spring 2003) 4

FILM 475 Seminar in the Cinema I (offered every fall semester; topic varies; may be repeated for credit; topic for fall 2002: Cognitive Film Theory) 4

FILM 476 Seminar in the Cinema II (offered occasionally; offered spring 2003; topic varies; may be repeated for credit; topic for spring 2003: American Melodrama and Film) 4

[**FILM 477** Intermediate Film and Video Projects: Documentary and Experimental Workshop (offered alternate years; Not offered 2002-2003; next offered fall 2003)] 4

FILM 478 Intermediate Film and Video Projects: Narrative Workshop (offered alternate years; offered fall 2002) 4

FILM 493 Advanced Film and Video Projects (offered spring 2003) 4

4. 15 credits of related coursework inside or outside the Department of Theatre, Film & Dance (as approved by the major adviser). The courses chosen to fulfill this requirement should reinforce the major's particular interest in film, and will not necessarily be film courses *per se*. For example, a student interested in the psychology of film, or in ethnographic film, or in film *vis-a-vis* intellectual or social history, will be encouraged to choose "related course work" in those areas.

5. Starting fall 2002 students must earn at least a B- in **FILM 274** in order to enter the major. In all subsequent courses used for the major a grade of C (not C-) must be achieved. Courses in which these minimums are not achieved must be repeated if they are to receive credit in the major.

6. Course work in production cannot exceed 20 credit hours.

Honors

Students who have maintained a GPA of 3.5 in their film major courses, and an average of 3.0 in all courses, may elect to work for honors in film during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in film. Honors projects are possible in filmmaking, screen writing, and film analysis (history, criticism, theory).

The Advanced Undergraduate Filmmaking Program

The department offers advanced study in filmmaking to students who qualify on the basis of outstanding achievement in film studies and film production courses. Acceptance to the AUPP and admission to the advanced film production course (**FILM 493**) will be determined by a committee of film faculty in December of each year, based on applications from students who have a proposal (script or treatment) for a film or video project. Up to four such students will also be selected to receive the Melville Shavelson Award to help fund their advanced film projects.

Film Study Abroad

The College of Arts and Sciences, through this department and in consort with a number of other American colleges and universities, offers up to a full year of study at the Paris Center for Critical Studies. The center's film program is theoretical, critical, and historical. It is most useful to students whose major interest is in the academic study of film and serves as an intensive supplement to Cornell's film courses. Fluency in French is required. **FILM 274** and **375** are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

Film majors may also complement their Cornell film studies with work in the Intermediate and Advanced Film and Television Programs of the British American Film in London. Direct inquiries to Professor Fredericksen.

[**FILM 264** Interpreting Hitchcock (also ENGL 263) (IV)]

Spring. 4 credits. Limited to 20 students. Not offered 2002-2003; next offered spring 2004. L. Bogel.

See ENGL 263 for complete description.]

FILM 274 Introduction to Film Analysis: Meaning and Value (also **FILM 674**) (IV)

Fall. 4 credits. Limited to 40 students. Graduate students should enroll in **FILM 674**. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

FILM 277 Video Production I

Spring. 3 credits. Offered alternate years and occasionally in summer. Limited to 12 students. Permission of instructor. Open to sophomores, juniors, and seniors. Offered spring 2003. M. Rivchin.

A hands-on, beginning video production course using Super-VHS cameras and editing equipment. Students learn camera, lighting, sound recording, editing, and digital effects through a series of technical exercises. Students develop two short, original video projects to be shown publicly at the end of the semester. A \$100 equipment maintenance fee per student is collected in class. Cost for videotape approximately \$50–100.

FILM 291 Filming Other Cultures (also FILM 691 and ANTHR 291/691) @ (III or IV)

TBA. 4 credits. Limited to 20 students, with preference given to those who have taken either ANTHR 102 or FILM 274. Fee for screening and maintenance, \$35. TBA.

For description, see ANTHR 291.

[FILM 329 Political Theory and Cinema (also GERST 330, COM L 330 and GOVT 370) (III or IV)]

Fall. 4 credits. Not offered 2002–2003. G. Waite.

For description, see GERST 330.]

[FILM 341 French Film (also FRLIT 336) (IV)]

Spring. 4 credits. Offered occasionally; not offered 2002–2003. T. Murray.

For description, see FRLIT 336.]

FILM 342 The Cinema and the American City (also AM ST 309) (IV)

Spring. 4 credits. S. Haenni.

See AM ST 309 for description.

[FILM 369 Fast-Talking Dames: Hollywood Comedy (also ENGL 369) (IV)]

Fall. 4 credits. Not offered 2002–2003; next offered fall 2003. L. Bogel.

See ENGL 369 for complete description.]

FILM 375 History and Theory of the Commercial Narrative Film (also VISST 375) (IV)

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: film majors FILM 274. Offered alternate years; offered fall 2002 and fall 2004. A. Villarejo.

Consideration of the broad patterns of narration in the history of the commercial narrative film. Emphases are placed on the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist "art cinema."

[FILM 376 History and Theory of Documentary and Experimental Film (also VISST 376) (IV)]

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: FILM 274 is strongly recommended, but not required. Offered alternate years; next offered fall 2003 and fall 2005. A. Villarejo.

Covers first the history and theory of documentary film up to the end of World War II. Second we cover the history and theory of the experimental and personal film forms in Europe and the United States.]

FILM 377 Fundamentals of 16mm Filmmaking (IV)

Fall and spring. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance) with priority given to film majors. Prerequisite: FILM 274 (or higher-level film studies course) and permission of instructor. Equipment fee, \$100 (paid in class). The average cost to each student for materials and processing is \$400. Offered fall 2002, fall 2003, and spring 2004. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques and digital editing, requiring no prior production experience, emphasizing creative development of filmic ideas through critical discussion. Students may explore narrative, experimental, documentary, animation, and abstract genres, producing short exercises and a final sound film project (8–12 minutes) to be screened publicly.

[FILM 378 Soviet Film of the 1920s and French Film of the 1960s (IV)]

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: FILM 375 is strongly recommended, but not required. Offered occasionally; Not offered 2002–2003. D. Fredericksen.

An intensive treatment of two distinct periods of radical innovation in film theory and history. Emphasis is on the animated relationship between theory and filmmaking during these two decades. Major figures include Eisenstein, Pudovkin, Vertov, Kuleshov, Dovzhenko, and Room, in the Soviet 1920s; Godard, Truffaut, Resnais, Rohmer, Tati, Rouch, Bresson, and Bazin in the French 1960s.]

[FILM 379 Modern Documentary Film (IV)]

Spring. 4 credits. Prerequisite: FILM 376 is strongly recommended but not required. Fee for screening expenses, \$10 (paid in class). Offered alternate spring semesters; next offered spring 2004. D. Fredericksen.

An intensive consideration of canonical documentary films from 1945 to the present. Emphases are on the documentary film as an artistic form with a distinct history and set of theoretical questions, as a sociopolitical force, as an ethnographic medium within and without a filmmaker's culture, and as a televised medium of persuasion and expression.]

FILM 383 Screenwriting (IV)

Spring. 3 credits. Prerequisites: FILM 274 and 377, or permission of instructor. Limited to 12 students. Staff.

Exercises in various genres of screenwriting. Note: this class is an intensive writing course that demands a great deal of outside work.

FILM 386 Third Cinema (also LSP 386, VISST 386) (IV)

Spring. 4 credits. Prerequisite: previous course in film history or analysis helpful, though not mandatory. Offered alternate years; offered spring 2003. A. Villarejo.

This course explores postcolonial film and video through the rubric of "third cinema." We investigate the diverse historical, national, political, and generic commitments of films from Africa, South Asia, Latin America, the United States and the United Kingdom (Sembene, Ray, Brocka, etc.). Readings in film and postcolonial theory guide our critical analyses of the films.

FILM 391 Media Arts Studio I (also ART 391, MUSIC 391, VISST 391) (IV)

Fall or spring (tentative). 3 credits.

Prerequisite: permission of instructor and junior-level standing required, minimum FILM 377 or 277, or dance studio courses. \$50 equipment fee (to be paid in class).

Participating faculty include: M. Rivchin, FILM; M. Lyons, ART; D. Borden, MUSIC.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions also investigate the artistic and interactive potential of a high-speed intranet connecting arts spaces on campus, by creating virtual and performative events.

[FILM 395 Video: Art, Theory, Politics (also ENGL 395) (IV)]

Fall. 4 credits. Offered occasionally; not offered 2002–2003. T. Murray.

For description, see ENGL 395.]

[FILM 396 German Film (also COM L 396 and GERST 396) (IV)]

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. Offered occasionally; not offered 2002–2003. D. Bathrick.

This course explores German film from the Weimar and Nazi periods to the present in relation to the cultural and sociopolitical context of which it was a part. Readings and lectures are devoted to formal and cultural developments historically as well as interpretive analysis of selected individual films.]

[FILM 450 Rescreening the Holocaust (also COM L 453 and GERST 449) (IV)]

Spring. 4 credits. Offered alternate years; not offered 2002–2003; next offered fall 2003. D. Bathrick.

Rescreening the Holocaust offers a survey of the major films dealing with the Holocaust beginning with *Night and Fog* (1955) and including such films as *Holocaust*, *Schindler's List*, *Shoah*, *Life is Beautiful*, *Sophie's Choice*, *Jacob the Liar*, *The Diary of Anne Frank*, *Kapo*, *My Mother's Courage*, and others. The course focuses on major issues of debate around the possibilities and limits of representing the Holocaust cinematically as well as questions more specifically concerning commercialization, fictionalization, trivialization, documentation, visualization, and narrativization in the making and distributing of films about this event. What are the concerns that have arisen over the years concerning the dangers of aestheticizing the Holocaust in works of literature and the visual arts? Is it possible to employ a comedic narrative to deal with such a topic, and, if so, what are the benefits or potential problems of such an approach? Is the very treatment of such a topic within the framework of the Hollywood entertainment industry itself a violation of respect for those who perished? The title of the course suggests a methodological approach which emphasizes the notion that screenings of the Holocaust are at the same time often re-screenings, to the extent that they are built on, presuppose, or even explicitly cite or take issue with earlier cinematic renderings.]

FILM 455 History of Modern Polish Film (IV)

Spring. 4 credits. Prerequisite: some previous film analysis coursework. Offered alternate years; next offered spring 2003. D. Fredericksen.

Analysis of Polish film from 1945 to the present, within the context of Poland's post-war history. Topics include the period of socialist realism, the so-called "Polish School" (1956-1962), the cinema of moral anxiety, Solidarity cinema, and the Polish documentary tradition. Key directors to be considered include Ford, Wajda, Munk, Polanski, Skolimowski, Zanussi, Falk, Piwowski, Bugajski, Krzystek, Kijowski, Zaorski, Kieslowski, and Lozinski. Some attention is given to the development of Polish film theory. The extra-filmic context is set by such works as Norman Davies *Heart of Europe*, Czeslaw Milosz' *The Captive Mind*, and Eva Hoffman's *Exit into History*.

[FILM 473 Film and Spiritual Questions (also RELST 473) (IV)]

Spring. 4 credits. Limited to 20 students. Offered alternate spring semesters; next offered spring 2004. D. Fredericksen.

The use of film as a medium for the expression of spiritual questions has a long and rich history, although little attention is given to this fact in contemporary film studies. This seminar examines films and writings by filmmakers who are so inclined, including Baillie, Gardner, Bergman, Dreyer, Bresson, Godard, Scorsese, Brakhage, Belson, Whitney, Rouquier, Newby, Kubrick, and Bae Yong-Kyun. Special attention is given to the work of Andrei Tarkovsky, the Russian film director and theorist. Readings include Tarkovsky's *Sculpting in Time*, Grof's *The Cosmic Game*, Eliade's *The Sacred and the Profane*, Edinger's *The Christian Archetype*, Schrader's *Transcendental Style in Film*, and Warren and Locke's *Women and the Sacred in Film*.

[FILM 474 Jung, Film, and the Process of Self-Knowledge (also College Scholar Seminar) (IV)]

Spring. 4 credits. Limited to 20 students. Offered alternate spring semesters; offered spring 2003. D. Fredericksen.

"Know thyself" is one of the oldest and most enduring imperatives of the human spirit, and the *raison d'être* for liberal studies. This seminar traces in some detail the Jungian approach to this imperative and then tests its critical capacities with respect to films by Fellini (*8 1/2*), Bergman (*Persona*), and Roeg (*Walkabout*). Readings include Jung's *Memories, Dreams, Reflections*, *Two Essays in Analytical Psychology*, *Archetypes and the Collective Unconscious*, and Murray Stein's *In Midlife*.

[FILM 475 Seminar in Cinema I (also VISST 475) (IV)]

Fall. 4 credits. Limited to 20 students. Recommended: FILM 274 or 375, or work in cognitive studies. D. Fredericksen.

Topic for fall 2002: An intensive study of Danish cognitivist Torben Grodal's *Moving Pictures: A New Theory of Film Genres, Feelings and Cognition*, with additional reading from Dutch cognitivist Ed Tan. Topics include: fiction and symbolic simulation, brain processes and narration, analogue communication, cognitive identification, subjectivity and causality, cognitivist typologies of genre, metaframes as emotional filters, and melodrama and autonomic response.

[FILM 476 Seminar in the Cinema II: American Melodrama and Film (also AM ST 476) (IV)]

Spring. 4 credits. Limited to 20 students. S. Haenni.

Melodrama has been understood as a "mode of excess," of overwrought emotion, moral

polarization, and sensationalism. This course examines how and to what purposes melodrama has been used in the U.S. context. How does melodrama allow us to understand the nation? How does it address questions of social justice? How does it use tropes of paranoia, victimization, and entrapment? We look at film melodrama's generic features, its inheritance from 19th century stage melodrama, melodrama as a form in silent cinema, Depression melodrama, the social problem film, racial melodrama, and melodrama's particular relation to the women's film. Screenings include films by Griffith, Vidor, Cukor, Hitchcock, Ophuls, and Sirk.

[FILM 477 Intermediate Film and Video Projects: Documentary and Experimental Workshop (IV)]

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 377 or 277 as minimum production; preference given to those who have taken FILM 376 (History and Theory of Documentary and Experimental Film), 379 (Modern Documentary Film), 386 (Third Cinema), or 291/691 (Filming Other Cultures); and permission of instructor based on project proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$300-1,000; video \$100-200. Not offered 2002-2003; next offered fall 2003. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant documentary or experimental project both critically and creatively. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and both analog and nonlinear (AVID) digital editing.]

[FILM 478 Intermediate Film and Video Projects: Narrative and Experimental Workshop (also VISST 478) (IV)]

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 377 or 277 as minimum production; and FILM 383 (Screenwriting) or THETR 398 (Directing I), and permission of instructor based on proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$500-1,500; video \$100-200. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant, original narrative script project which he or she then directs, shoots in crews, and edits. Student may opt for narrative documentary or experimental work as well. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: directing; cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and nonlinear (AVID and final Cut Pro) editing.

[FILM 493 Advanced Film and Video Projects (also VISST 493) (IV)]

Spring. 4 credits. Limited to 6-8 students. Prerequisite: minimum FILM 377 or 277, preference to those who have taken 477 or 478; recommended: FILM 383 (Screenwriting) and THETR 398 (Directing I). Equipment fee: \$100. Project costs: \$500-2000, unless group project is funded by the Melville Shavelson fund. M. Rivchin.

This is a third-level film production course in which the entire class produces, directs, and edits a larger sync-sound film project from a

prize-winning student screenplay. After a pre-production period including script analysis and directing practice through scene work, students are either selected as or rotate as directors, cinematographers, and sound recordists. They prepare auditions, casting and production management and scheduling. Students may shoot in sync-sound 16mm film or video, working on a specific budget, and will co-edit the film, learning the Avid for digital editing, sound mixing, and so on. The final project is screened publicly at the end of the semester.

[FILM 674 Introduction to Film Analysis: Meaning and Value]

Fall. 4 credits. Limited to 10 graduate students. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Graduate students who intend to teach film at the undergraduate level are especially welcome. In addition to full participation in the work of FILM 274, graduate students will read and discuss in tutorials Dudley Andrew's *The Major Film Theories*, Francesco Casetti's *Theories of Film 1945-1995* and primary sources in film theory.

[FILM 699 German Film Theory (also GERST 699 and COM L 699)]

Fall. 4 credits. Offered occasionally; not offered 2002-2003. D. Bathrick.]

Dance

Faculty: J. Chu, A. Fogelsanger (director of undergraduate program in dance), J. Kovar, J. Morgenroth, J. Self, B. Suber.

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, dance technology, and the history, theory, and criticism of dance. Technique courses include introductory dance technique, modern dance at three levels, and ballet at three levels. (Other dance forms, such as Japanese Noh, Indian dance, and Javanese dance, are periodically offered. A variety of courses in other dance idioms, taken through the Physical Education program, supplement these offerings.) Technique courses develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique courses. Students may also satisfy the physical education requirement by taking dance technique courses in the dance program. Students taking technique for academic credit must also register through their own colleges. Students who wish to enroll in nonintroductory level dance technique courses must attend a placement class. Placement classes are offered at the beginning of each semester. The schedule for all dance technique courses and placement classes is available in the main office of the Sheila W. and Richard J. Schwartz Center for the Performing Arts.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public

concert. Admission to rehearsal and performance courses is by permission. Students may receive one academic credit (S-U grades only) when performing in student-faculty concerts by registering for THETR 155 (fall 2001) or DANCE 155 (spring 2002).

Dance Major Requirements

To be admitted to the major, students must have completed two technique courses in modern dance or ballet at level II or above, DANCE 210 (Beginning Dance Composition), and one semester DANCE 212 (Music Resources I), concurrently with DANCE 210. It is recommended that students take DANCE 201 (Dance Improvisation), the optional THETR 250 (Fundamentals of Theatre Design and Technology), and the optional music course before the junior year. The following requirements are expected of the major.

Prerequisites for the Major:

DANCE 210 Beginning Dance Composition (offered every semester) 3

DANCE 212 Music Resources I (offered every semester) concurrently with DANCE 210 1

Two technique courses in modern dance or ballet at level II or above 2
TOTAL 6

Requirements for the Major: Credits

Two semesters each of ballet and modern dance (in addition to the prerequisite) 4

One academic or studio course in non-western form 0-4

DANCE 155 Rehearsal and Performance 1

DANCE 201 Dance Improvisation (offered every spring semester) 1

DANCE 233 Explorations in Movement and Performance (offered every fall semester) 1

Two courses from the following approved list selected in consultation with the student's advisor: 6-8

One of **MUSIC 103** Intro to World Music I: Africa and the Americas, **MUSIC 104** Intro to World Music II: Asia, **MUSIC 105** Introduction to Music Theory (or substitute at the appropriate level), **MUSIC 107** Hildegard to Handel, **MUSIC 108** Mozart to Minimalism;

THETR 250 Fundamentals of Design and Technology;

DANCE 258 Techno Soma Kinesics (offered every spring semester);

DANCE 319 Music, Dance & Light (offered alternate fall semesters, offered 2002);

[**DANCE 413** Film and Performance (offered occasionally; not offered 2002-2003)].

DANCE 310-311 Intermediate Dance Composition (offered every semester) 6

[**DANCE 312** The Moving Body (offered every fourth or fifth semester; not offered 2002-2003)] 3

[**DANCE 314-315** Western Dance History (offered alternate years; not offered 2002-2003)] 8

DANCE 323 Music Resources II (offered every spring semester) 2

DANCE 418 Seminar in Dance Studies or other 400-level academic dance course (offered alternate years; offered spring 2003)] 4

DANCE 491 Senior Project (year-long course offered every year) 6

Total 42-48

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

Honors

Students who have maintained a GPA of 3.5 in classes for the dance major and an average of 3.0 in all courses may elect to work for honors in dance during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in dance.

Courses

The courses DANCE 122, 125, 231, 232, 233, 303, 304, 306, 307, 308, 309, and 316 are co-listed in the Department of Physical Education (PE) and the Dance major (DANCE) of the Department of Theatre, Film & Dance. Students may register for these courses either through PE in order to satisfy the university's physical education requirement or through DANCE for 0 or 1 academic credit, *with a limit of 1 credit per semester and 8 credits total*. Students may not get DANCE and PE credit simultaneously for the same course.

The technique course co-requisite for DANCE 210, 310, 311, 410, and 411 may be fulfilled by DANCE 122, 231, 232, 233, 303, 304, 306, 308, 309, and 316. Students who wish to enroll in a non-introductory level technique course (DANCE 231, 232, 303, 304, 306, 308, 309, and 316) must attend a placement class; pre-enrollment is not allowed. A placement class is held at the beginning of each semester; please contact the department registrar for more information.

DANCE 122 Dance Technique I (also PE 160)

Fall and spring. 0 to 1 credit. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Chu and J. Kovar; spring: J. Chu and J. Morgenroth.

Entry level class. Covers the fundamentals of elementary dance training. Movement sequences focusing on rhythm, placement, and vitality of performance through an anatomically sound dance technique.

[DANCE 125 Introduction to Tap Dancing (also PE 170)]

Fall. 0 to 1 credit. Satisfies the PE requirement if taken as PE. Not offered 2002-2003.

This introduction to tap dancing is designed for beginners who have no previous experience with the genre. We begin with basic heel, toe, and ball work before progressing logically to the shuffle, the flap, and their concomitant variations. As one of our goals in tap dancing is to realize (just a few of) the body's percussive possibilities, uninhibited ankles and a sense of rhythm are strongly recommended.]

DANCE 155 Rehearsal and Performance

Fall and/or spring. 1-2 credits. 1 credit per production experience per semester up to 2 credits per semester. Students must register for the course in the term in which the credit is earned; requests for retroactive credit will not be honored. Limited to students who are cast in faculty-choreographed dances. Students may add this course only after they have been assigned roles. S-U grades only.

Course includes the study, development, and performance of roles in departmental dance productions.

DANCE 231 Dance Technique II/ Ballet (also PE 161)

Spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Chu.

Beginning Ballet technique intended for students with some dance training. Includes all basic barre and centre work focusing on presence and presentation.

DANCE 232 Dance Technique II/Modern (also PE 162)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Self.

Beginning Modern technique intended for students with some dance training. Material covered includes specific spinal and center work with attention to rhythm, design, and movement expression.

DANCE 233 Explorations in Movement and Performance (also PE 168, VISST 233)

Fall. 0 or 1 credit. Limited to 16 students. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

A physically demanding exploration into various movement realms. Specific subjects covered are genderized movement, erotic power, spiritual power, ritual, and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

DANCE 303 Dance Technique Workshop (also PE 167, VISST 303)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

This class goes beyond the conventional modern dance class and looks into the very nature of technical training for dancers by studying and investigating a variety of movement forms including yoga, improvisation, classical, and modern western dance.

DANCE 304 Dance Technique III/Ballet (also PE 163)

Spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Intermediate Ballet technique. Work is done on strengthening the body through a movement technique emphasizing presence and musicality based on harmonic muscular control.

DANCE 306 Dance Technique III/Modern (also PE 164)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Kovar.

Intermediate modern technique focusing on rhythm, placement, and phrasing for students who are prepared to refine the skills of dancing. Students are challenged by complex phrases and musicality.

[DANCE 307 Asian Dance and Dance Drama (also PE 427)]

Sec. 01. Indian Dance. 0, 1, or 3 credits. Satisfies the PE requirement if taken as PE. Not offered 2002-2003. Satisfies @ if taken for 3 credits. D. Bor.

This course is designed to give the student a practical working knowledge of Indian classical dance, specifically in the indigenous style of Orissa known as Odissi. The technique strengthens the body and develops grace, rhythmic expression, and dexterity that can benefit all forms of dance.]

DANCE 308 Dance Technique IV/Modern (also PE 166, VISST 308)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Self; spring, J. Chu.

Advanced and pre-professional Modern technique. A continuation of and supplement to DANCE 306.

DANCE 309 Dance Technique IV/Ballet (also PE 165)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Advanced and pre-professional Ballet technique. A continuation of and supplement to DANCE 304.

[DANCE 316 Dance Technique IV/ Western Classical (also PE 172)]

Spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Not offered 2002-2003.

This course is new in the sense that it blends contemporary modern technical forms and "borrowed" traditional ballet forms into a hybridized mix of "contemporary western classical" technique, emphasizing speed in the feet and legs, flexibility in the trunk and upper body, and the ability to quickly change and reverse directions. Includes extensive use of the barre.]

Dance Composition**DANCE 201 Dance Improvisation**

Spring. 1 credit. Limited to 12 students. Attendance at dance concerts is required. J. Self.

When the body knows when, where, and how to move without prior direction, we call that improvisation. This course coaxes inspiration, seeking to make it reliable and to keep it surprising. It offers the possibility of "training" one's movement instincts to respond relevantly and with spontaneity. Solo and group forms are covered. Live musical accompaniment.

DANCE 210 Beginning Dance Composition (also VISST 211) (IV)

Fall and spring. 3 credits. Concurrent enrollment in DANCE 212 and a dance technique class at the appropriate level is required. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Morgenroth.

Weekly assignments in basic elements of choreography. Students compose and present short studies that are discussed and reworked. Problems are defined and explored through class improvisations. Informal showing at end of semester.

DANCE 212 Music Resources I

Fall and spring. 1 credit. MUSIC 105 is recommended as a prerequisite but not required. Attendance at dance concerts and music concerts is required. A. Fogelsanger.

Intended to expand choreographers' music vocabulary and skills through a survey of contemporary music for dance, the study of music and dance collaborations, and rhythm studies. Includes discussing and writing about concerts, recordings, and videotapes. May include rehearsing and performing music or dance. Concentrates especially on the related ideas of counterpoint, polyphony, and simultaneity with regard to music, dance, the two considered together, and other arts singly and in combination. This is a co-requisite for DANCE 210 but other students are welcome.

DANCE 310 Intermediate Dance Composition I (IV)

Fall and spring. 3 credits. Prerequisite: DANCE 210. Concurrent enrollment in a technique class at the appropriate level is required. Fall, J. Chu; spring, J. Self.

Intermediate choreographic projects are critiqued in progress by faculty and peers. Consideration of design problems in costuming and lighting.

DANCE 311 Intermediate Dance Composition II (IV)

Fall and spring. 3 credits. Prerequisite: DANCE 310 and DANCE 323, though DANCE 323 may be taken concurrently. Attendance at dance concerts is required. Concurrent enrollment in a dance technique class at the appropriate level is required. Fall, J. Chu; spring, J. Self.

A continuation of DANCE 310.

DANCE 323 Music Resources II

Spring. 2 credits. Prerequisite: DANCE 212. MUSIC 105 is strongly recommended as a prerequisite but not required. Attendance at dance concerts and music concerts is required. DANCE 212 and DANCE 323 together count as a course for purposes of graduation and satisfy Group IV distribution. A. Fogelsanger.

Intended to expand choreographers' conceptions of music and its uses for dance, including serving as a source for ideas of choreographic organization. A continuation of DANCE 212 in its survey of contemporary music for dance and the study of music and dance collaborations, but also includes examples from film and the plastic arts. Reading topics include criticism and aesthetics of dance, music, and the arts in general. Includes discussion of and writing about concerts, recordings, and videotapes. May include rehearsing and performing music or dance. Concentrates especially on minimalism and polystylism in music, dance, the two considered together, and other arts singly and in combination.

DANCE 410 Advanced Dance Composition I (IV)

Fall and spring. 3 credits. Prerequisite: DANCE 311. Concurrent enrollment in a technique class at the appropriate level is required. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Self.

Students work on advanced choreographic problems, to be presented in performance. Work in progress is critiqued by faculty on a regular basis.

DANCE 411 Advanced Dance Composition II (IV)

Fall and spring. 3 credits. Prerequisite: DANCE 410. Concurrent enrollment in a technique class at the appropriate level. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Self.

A continuation of DANCE 410.

DANCE 491 Senior Project in Dance

Fall and spring. 6 credits per semester. Prerequisite: DANCE 311. This course is limited to senior dance majors only.

Students who take this course create a project in choreography and performance, dance, film or video, dance pedagogy, or other appropriate area agreed on with a member of the dance faculty. In addition, there is a 1-15 page paper which expands their work into a theoretical or historical context.

History, Criticism, and Theory**[DANCE 312 The Moving Body: Form and Function (IV)]**

Fall. 3 credits. Not offered 2002-2003. J. Morgenroth.

This course examines the bodily systems involved in human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology and kinesiology. We will emphasize the relationships between bodily form and function. Includes guest lectures by experts in anatomy and health areas. Practical analyses of human movement. Demonstration of dissection.]

[DANCE 314 Western Dance History I: Classical Ballet History as a Reflection of Western Ideology # (IV)]

Fall. 4 credits. Attendance at dance concerts is required. Not offered 2002-2003. B. Suber.

A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Through texts, videotapes, and live performance, the class explores how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse.]

[DANCE 315 Western Dance History II: History of Modern Dance (IV)]

Spring. 4 credits. Attendance at dance concerts is required. Not offered 2002-2003. J. Chu.

This class studies the course of modern dance in the twentieth-century United States. We examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy are discussed.]

DANCE 418 Seminar In Dance Studies (also VISST 419) (IV)

Spring. 4 credits. Limited to 15 students.
B. Suber.

Utopic Space, the Moving Body, and the Built Domain. Considering Space as defined from the source of the choreographed body, as well as through planned volumetric division and enclosure, this class compares and explores relationships between concepts of utopia existing in both the realm of dance and the realm of architecture. Through this premise, constructed utopic spaces are examined as they have been specifically used as tools for social, cultural, and political change, questioning concepts of progress, purity, harmony, proportion, universalism, primitivism, organicity, and taste.

DANCE 490 Senior Paper in Dance

Fall and spring. 4 credits. Prerequisite:

DANCE 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the students write a senior paper in dance history, criticism, or theory.

Interdisciplinary Courses**DANCE 258 Techno Soma Kinesics I: Technology and the Moving Body (also VISST 258) (IV)**

Spring. 4 credits. Prerequisite: DANCE 201 or DANCE 210 (or equivalent) or permission of instructor; no freshmen. Limited to 5 students. B. Suber.

Expanding on the specific aesthetic of formal concert dance, this studio class explores new forms of performance dealing with the moving body. Computer programs such as human form animation software (Life Forms and Poser), digital sound production (Protools and Digital Performer), digital imaging (Photoshop and Premiere), as well as traditional lighting, set, and costume design and construction, and sound recording and design techniques, are all utilized to create experimental and/or conceptual multimedia performance/installation work. Theoretical texts on the body and technology are also used.

DANCE 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also ENGL 301, MUSIC 372, S HUM 301, THETR 301) (IV)

Spring. 4 credits.

Creativity is the attribute of the mind than enables us to make new combinations from often-familiar information, to perceive analogies and other linkages in seemingly unlike elements, to seek for synthesis. As is true of all learning, creativity is dependent on memory—a memory that is genetic and collective as well as personal and experimental. This course will explore the nature of creativity in science and art, indicating the differing requirements for discovery in the disparate disciplines while demonstrating the commonality that underlies the creative process and binds physicist or mathematician to poet, composer, or visual artist.

The course will present lectures by weekly guests from as many disciplines in the arts and sciences as possible, faculty members who will discuss the process underlying their research or their work as creative and performing artists. Members of the course are encouraged to enroll in another course or be engaged in an activity (research, artistic production, or performance) in which the

insights gained in this class can be applied or tested. In addition, each section will engage in a common creative project. To further abet the active participation so necessary to learning, students will be asked to keep a journal, one that summarizes their understanding of, and response to, the lectures and readings from the required texts. Students will also be obliged to attend several public art exhibits or performances and write two papers.

DANCE 319 Music, Dance, and Light (also THETR 319) (IV)

Fall. 3 credits. Attendance at dance concerts and music concerts is required.

E. Intemann, A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes are devoted to creating sound, movement, and lighting.

DANCE 358 Techno Soma Kinesics II: The Moving Body and Technology (also VISST 358) (IV)

Spring. 4 credits. Prerequisite: DANCE 258 (or equivalent), or permission of instructor. Limited to 5 students. B. Suber.

Reflecting the aesthetic of formal concert dance, and expanding on the work accomplished in DANCE 258, students work with more complex elements of multimedia interactive software to create more extensive projects in the field of dance and technology. As opposed to the smaller experimental projects accomplished in DANCE 258, DANCE 358 students are expected to complete substantial projects in interactive multimedia gallery installation/performance work as well as interactive multimedia CD ROM's and web projects, all focused on the moving body.

DANCE 391 Media Arts Studio I (also ART 391, MUSIC 391, FILM 391) (IV)

Fall or spring. 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum FILM 377 or 277, or DANCE 258. \$50 equipment fee (to be paid in class). Participating faculty include: M. Rivchin, FILM; M. Lyons, ART; D. Borden, MUSIC.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions also investigate the artistic and interactive potential of using arts spaces on campus, including virtual and performative events.

Independent Study, Internships and Honors**DANCE 300 Independent Study**

Summer, fall, or spring. 1–4 credits.

Independent Study in the dance allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 CT.

DANCE 485 Undergraduate Internship

Fall, spring, or summer. 1–3 credits.

To be eligible to enroll and receive credit for an internship, students must be majors in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice prior to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

DANCE 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Dance.

This course is the first of a two-semester sequence (the second is DANCE 496) for seniors engaged in an honors project.

DANCE 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Dance.

This course is the second of a two-semester sequence (the first is DANCE 495) for students engaged in an honors project.

Tracks toward admission into the advanced undergraduate theatre program**Design, Technology, and Stage Management**

Recommended for individuals interested in a Design, Technology, or Stage Management track:

THETR 250 Fundamentals of Theatre Design and Technology

THETR 151 and 251 Production Lab I and II (at least one credit of each)

Recommended for Scenic Design emphasis:

THETR 340 Theatrical Drafting and Technical Drawing Studio

THETR 351 Production Lab III (as Design Assistant)

THETR 354 Stagecraft Studio

THETR 364 Scene Design Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for costume design or costume shop management emphasis:

THETR 351 Production Lab III (as Design Assistant)

THETR 356 Costume Construction Studio

THETR 366 Costume Design Studio I

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Lighting Design or costume shop management emphasis:

THETR 252 Technical Production Studio I

THETR 351 Production Lab III (as Student Electrician)

THETR 351 Production Lab III (as Design Assistant)

THETR 362 Lighting Design Studio I

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Sound Design emphasis:

THETR 251 Production Lab II (as Student Sound Technician)

THETR 252 Technical Production Studio I

THETR 351 Production Lab III (as Design Assistant)

THETR 368 Sound Design Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Technical Direction emphasis:

THETR 252 Technical Production Studio I

THETR 256 Technical Production Studio II

THETR 340 Theatrical Drafting and Technical Drawing Studio

THETR 351 Production Lab III (as Assistant Technical Director)

THETR 354 Stagecraft Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Stage Management emphasis:

THETR 253 or **353** Stage Management Lab II or III—two assignments

THETR 280 Introduction to Acting

THETR 370 Stage Management Studio

THETR 398 Fundamentals of Directing I

Upon admission to the program:

THETR 453 Stage Management Lab IV

Directing

Recommended for individuals interested in a directing track:

THETR 151 and **THETR 251** Production Lab I and II (at least 2 combined credits)

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

THETR 398 Directing I

THETR 498 Directing II

Playwriting

Recommended for individuals interested in a playwriting track:

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

THETR 348 Playwriting

THETR 349 Advanced Playwriting

Students in the advanced undergraduate theatre program may also elect to take FILM 485 (Undergraduate Internship) in addition to or in place of one production assignment.

UKRAINIAN

See Department of Russian.

URDU

See Department of Asian Studies.

VIETNAMESE

See Department of Asian Studies.

VISUAL STUDIES CONCENTRATION

Visual Studies is a concentration that provides students with an interdisciplinary approach to visual art, media (including digital works), performance, and perception. Faculty from departments throughout the college offer courses toward the concentration, drawing on such various disciplines as the history of art, film, literary studies, psychology, theatre, and others. Requirements for the concentration include selection of one from two possible core courses (the two core courses may be offered in tandem or on an alternating basis depending on the availability of staff), which introduce students to critical thinking about visual studies as well as close textual analysis in social and historical contexts. Responsibility for teaching the core course will rotate among faculty affiliated with the concentration, and the course will, as much as possible, entail interdepartmental collaboration in the form of team-teaching or visiting lectures. In addition to the core course, students must choose four Cornell courses from among the different categories of courses offered in the concentration. One of the four courses must include a significant component of practical work (such courses are listed under the category "Theory/Practice"). No more than two courses from the concentration may be double-counted toward a student's major. All courses must be taken for a letter grade.

Students interested in pursuing the concentration should discuss it with their advisers, and then contact the director of the concentration. The director will register students in the concentration and assign each student an adviser selected from among the concentration's affiliated faculty. Advisers should forward a copy of each advisee's transcript to the director, indicating courses completed for the concentration.

Director and Affiliated Faculty

Director, Brett de Bary, Asian Studies and Comparative Literature

Affiliated Faculty:

David Bathrick, Theatre, Film, and Dance

Robert Bertoia, Art

Susan Buck-Morss, Government

James Cutting, Psychology

David Field, Psychology

Donald Fredericksen, Theatre, Film, and Dance

Werner Goehner, Architecture

Salah Hassan, Africana Studies

Ellis Hanson, English

Marcia Lyons, Art

Laura Meixner, History of Art

Kaja McGowan, History of Art

Timothy Murray, English

Marilyn Rivchin, Theatre, Film, and Dance

Rebecca Schneider, Theatre, Film, and Dance

Michael Steinberg, History

Amy Villarejo, Theatre, Film, and Dance

Geoff Waite, German Studies

Visual Studies Concentration Course List

Core Course for 2002-2003

VISST 200 Introduction to Visual Studies (IV)

Spring. 4 credits. Requirements: two objective midterm exams; occasional listserve postings; two five page papers. T. Murray.

Introduction to Visual Studies will provide a broad introduction of modes of vision and the historical impact of visual images, visual structures, and visual space on culture, communication, and politics. The question of "how we see" will be discussed in terms of (1) procedures of sight (from optical machines to the psychology of vision and the philosophy of aesthetics); (2) spaces of vision (from landscapes to maps to cities); (3) objects of vision (from sacred sites to illuminated books to digital art); and (4) performances of vision (race, sexualities, ethnicities, cultures). Of importance to the course will be the practical and conceptual relation of twentieth-century visual technologies (photography, cinema, video, and computing) to their historical corollaries in the arts.

The course will draw on the visual traditions of both Western and non-Western societies and study texts that have defined the premises and analytic vocabularies of the visual. Through viewings, screenings, collaborative writing, and art projects, students will develop the critical skills necessary to appreciate how the approaches that define visual studies complicate traditional models of defining and analyzing art objects. Guest lecturers will occasionally address the class.

Concentration Categories

1. New Media

[VISST 336 French Film (also FRLIT 336 and THETR 341)]

Spring. 4 credits. Offered alternate years; not offered 2002-2003. T. Murray.

For description, see FRLIT 336.]

VISST 375 History and Theory of Commercial Narrative Film (also FILM 375)

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). A. Villarejo.

For description, see FILM 375.

[VISST 376 History and Theory of Documentary and Experimental Film (also FILM 376)]

4 credits. Fee for screening expenses, \$10 (paid in class). Not offered 2002-2003. A. Villarejo.

For description, see FILM 376.]

VISST 386 Third Cinema (also FILM 386)

Spring. 4 credits. A. Villarejo.

For description, see FILM 386.

[VISST 395 Video: Art, Theory, Politics (also ENGL 395, THETR 395)]

Fall. 4 credits. Offered alternate years; not offered 2002-2003. T. Murray.

For description, see ENGL 395.]

VISST 433 Electronic Innovation (also ENGL 433)

Fall. 4 credits. T. Murray.

For description, see ENGL 433.

VISST 435 African Cinema (also AS&RC 435 and ART H 478)

Fall. 4 credits. S. Hassan.
For description, see AS&RC 435.2.

Interdisciplinary, Intermedia Studies

2. Interdisciplinary, Intermedia Studies

VISST 202 Art, Archaeology and Analysis (also ART H 200, ARCH 200, EAS 200, and PHYS 200)

Spring. 4 credits. R. Kay.
For description, see EAS 200.

ART 272 Special Topics: Digital Multi-Media

Term to be announced. M. Lyons.
For description, see ART 272.

ART H 400 Proseminar for Undergrads

Fall. 4 credits. Prerequisite: History of Art Majors only. Enrollment is limited.
K. McGowan.
For description, see ART H 400.

VISST 580 Dancing the Stone: Body, Memory and Architecture (also ART H 580)

Spring. 4 credits. Prerequisite: permission of instructor. K. McGowan.
For description, see ART H 580.

VISST 651 The Sexual Child (also ENGL 651 and WOMNS 651)

Fall. 4 credits. E. Hanson.
For description, see ENGL 651.

3. Perception, Cognitive Studies

VISST 305 Visual Perception (also PSYCH 305)

Fall. 4 credits. Prerequisite: PSYCH 205 or permission of instructor. Limited to 20 students. J. Cutting.
For description, see PSYCH 305.

VISST 342 Human Perception: Application to Computer Graphics, Art and Visual Display (also PSYCH 342)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of the instructor. PSYCH 205 strongly recommended. D. Field.
For description, see PSYCH 342.

VISST 347 Psychology of Visual Communications (also PSYCH 347)

Spring. 3 credits. Limited to 15 students. Prerequisites: PSYCH 101 and permission of instructor. J. Maas.
For description, see PSYCH 347.

MATH 451 Euclidean and Spherical Geometry

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor. D. Henderson.
For description, see MATH 451.

VISST 475 Seminar in Cinema: Cognitive Film Theory (also FILM 475 and AM ST 475)

Fall. 4 credits. Limited to 20 students.
D. Fredericksen.
For description, see FILM 475.

VISST 492 Sensory Function (also BIONB 492 and PSYCH 492/692)

Spring. 4 credits. Limited to 25 students. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or equivalent. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. B. Halpern.
For description, see PSYCH 492.4.

Theory and Visuality

4. Theory and Visuality

WOMNS 210 Introduction to Feminist Theory

Spring. 3 credits. A. Villarejo.
For description, see WOMNS 210.

VISST 367 Visual Culture and Social Theory (also ART H 370, COM L 368, and GOVT 375)

Spring. 4 credits. S. Buck-Morss.
For description, see COM L 368.

5. Performance and Visuality

VISST 233 Explorations in Movement (also DANCE 233 and PE 168)

Fall. 0 to 1 credit. Limited to 16 students. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.
For description, see DANCE 233.

VISST 303 Dance Technique Workshop (also DANCE 303 and PE 167)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.
For description, see DANCE 303.

VISST 308 Modern Dance (also DANCE 308 and PE 166)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.
For description, see DANCE 308.

VISST 319 Music, Dance and Light (also DANCE 319 and THETR 319)

Fall. 3 credits. Attendance at dance and music concerts is required. A. Fogelsanger and E. Intemann.
For description, see THETR 319.

[VISST 403 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 403/603)

Spring. 4 credits. Not offered in 2002–2003.
R. Schneider.
For description, see THETR 403.]

VISST 445 Text Analysis for Production: How to Get from the Text Onto the Stage (also THETR 445)

Spring. 4 credits. Prerequisites: THETR 240 or THETR 281 or THETR 250 or THETR 398 or permission of the instructor. Limited to 15 students. B. Levitt.
For description, see THETR 445.

VISST 446 Shakespeare in (Con)text (also THETR 446)

Fall. 4 credits. Br. Levitt.
For description, see THETR 446.

6. Visuality and Society

VISST 245 Renaissance and Baroque (also ART H 245)

Fall. 4 credits. Each student must enroll in a section. S. Benson.
For description, see ART H 245.

VISST 361 European Cultural History 1750–1870 (also COM L 352 and HIST 362)

Fall. 4 credits. M. Steinberg.
For description, see HIST 362.

VISST 362 Impressionism in Society (also ART H 362, WOMNS 361)

Spring. 4 credits. L. Meixner.
For description, see ART H 362.

[VISST 363 European Cultural History 1870–1945 (also COM L 353 and HIST 363)

Spring. 4 credits. Not offered 2002–2003.
M. Steinberg.
For description, see HIST 363.]

VISST 384 Introduction to Japanese Art (also ART H 384, ASIAN 381)

Fall. 4 credits. A. Pan.
For description, see ART H 384.

VISST 394 The House and the World: Architecture of Asia (also ART H 395 and ASIAN 394)

Spring. 4 credits. K. McGowan.
For description, see ART H 395.

VISST 407 The Museum and the Object (also ART H 407)

Fall. 4 credits. Prerequisites: permission of instructor. All classes meet in the Johnson Art Museum Study Gallery. A. Pan.
For description, see ART H 407.

VISST 452 The Printed Image: The World on Paper (also ART H 452)

Fall. 4 credits. Not open to freshmen or sophomores without permission of instructor. S. Benson.
For description, see ART H 452.

VISST 462 Topics in Early Modernism: America and the Machine Age (also ART H 462)

Spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores.
L. Meixner.
For description, see ART H 462.

7. Theory/Practice

VISST 104 Introduction to World Music: Asia (also MUSIC 104)

Fall. 3 credits. 1-hour discussion to be arranged. No previous training in music required. M. Hatch.
For description, see MUSIC 104.

COGST 201 Cognitive Studies in Context Laboratory (also COM S 201 and PSYCH 201)

Spring. 4 credits. Prerequisite: COGST 101/COM S 101/LING 101/PHIL 191/PSYCH 102. Knowledge of programming languages is not assumed. Limited to 24 students. D. Field.
For description, see COGST 201.

VISST 211 Beginning Dance Composition (also DANCE 210)

Fall and spring, 3 credits. Concurrent enrollment in DANCE 212 and a dance technique class at the appropriate level is required. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Morgenroth.

For description, see DANCE 210.

VISST 244 Gamelan in Indonesian History and Cultures (also MUSIC 245)

Fall or spring, 3 credits. Permission of instructor. No previous knowledge of musical notation or performance experience required. M. Hatch.

For description, see MUSIC 245.

VISST 258 Techno Soma Kinesics I: Technology and the Moving Body (also DANCE 258)

Spring, 4 credits. Prerequisite: DANCE 201 or DANCE 210 (or equivalent) or permission of instructor. No freshmen. Limited to 5 students. B. Suber.

For description, see DANCE 258.

VISST 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335 and THETR 335)

Fall, 4 credits. Staff.

For description, see THETR 335.

VISST 358 Techno Soma Kinesics II: Technology and the Moving Body (also DANCE 358)

Spring, 4 credits. Prerequisite: DANCE 258 (or equivalent) or permission of instructor. Limited to 5 students. B. Suber.

For description, see DANCE 358.

VISST 391 Media Studio I (also ART 391, FILM 391)

Fall, 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum FILM 377 or 277, or dance studio courses. \$50 equipment fee (to be paid in class). M. Rivchin, M. Lyons, D. Borden, J. Zissovich.

For description, see FILM 391.

VISST 398 Fundamentals of Directing I (also THETR 398)

Fall, 3 credits. Limited to 10 students. Prerequisite: permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Students should see instructor one year in advance to sign up for the course. D. Feldshuh.

For description, see THETR 398.

COM S 417 Interactive Computer Graphics (also ARCH 374)

Fall, 3 credits. Prerequisite COM S 211. Staff.

For description, see COM S 417.

COM S 418 Practicum in Computer Graphics (also ARCH 375)

Fall, 2 credits. Enrollment limited. Prerequisites: COM S 212 and permission of instructor. Recommended: COM S 314. Corequisite: COM S 417. Staff.

For description, see COM S 418.

VISST 419 Seminar in the History of Dance (also DANCE 418)

Spring, 4 credits. B. Suber.

For description, see DANCE 418.

VISST 478 Intermediate Film and Video Projects, Narrative Workshop (also FILM 478)

Fall, 4 credits. Limited to 8 students.

Prerequisites: FILM 377 or 277. As minimum production; and THETR 383 (Screenwriting) or 398 (Directing I), and permission of instructor based on proposals. Equipment fee \$100 (paid in class). Film projects costs: \$500-\$1500. Video \$100-\$200. M. Rivchin.

For description, see FILM 478.

VISST 493 Advanced Film and Video Projects (also FILM 493)

Spring, 4 credits. Limited to 6-8 students.

Prerequisite: minimum FILM 377 or 277, preference to those who have taken 477 or 478; recommended: 383 (Screenwriting) and 398 (Directing I). Equipment fee: \$100. Project costs: \$500-2000, unless group project is funded by the Melville Shavelson fund. M. Rivchin.

For description, see FILM 493.

WELSH

See Department of Linguistics.

WOMEN'S STUDIES PROGRAM

See Feminist, Gender and Sexuality Studies.

WRITING PROGRAM

See John S. Knight Institute for Writing in the Disciplines.

YIDDISH

See Department of Near Eastern Studies.

FACULTY ROSTER

FOR ARTS AND SCIENCES BIOLOGY
FACULTY SEE UNDER "BIOLOGICAL SCIENCES"

Abrams, Meyer H., Ph.D., Harvard U. Class of 1916 Professor of English Emeritus, English
Abuña, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Emile M. Chamot Professor of Chemistry, Chemistry and Chemical Biology
Abusch, Dorit, Ph.D., U. of Massachusetts at Amherst. Assoc. Prof., Linguistics
Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center/Comparative Literature
Adams, Barry B., Ph.D., U. of North Carolina. Prof. Emeritus, English
Adams, James, Ph.D., Cornell U. Assoc. Prof., English
Adelson, Leslie A., Ph.D., Washington U. Prof., German Studies
Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics/Comparative Literature
Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry and Chemical Biology
Alexander, James P., Ph.D., U. of Chicago. Prof., Physics/LNS
Alkire, Elbern H. Ph.D., Cornell U. Lecturer, Romance Studies

Allmendinger, Richard W., Ph.D., Stanford U. Prof., Earth and Atmospheric Sciences/INSTOC*

Allmon, Warren, Ph.D., Harvard U. Adjunct Assoc. Prof., Earth and Atmospheric Sciences

Altschuler, Glenn C., Ph.D., Cornell U. The Thomas and Dorothy Litwin Professor of American Studies, Prof., American Studies
Álvarez, María A., M.S., U. of St. Thomas. Lecturer, Romance Studies

Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Goldwin Smith Professor of Physics, Physics/LASSP*

Amigo-Silvestre, Silvia. M.A., U. of Oregon. Lecturer, Romance Studies

Anderson, Benedict R., Ph.D., Cornell U. Aaron L. Binenkorb Professor of International Studies Emeritus, Government

Archer, Richard J., M.A., U. of Missouri at Kansas City. Assoc. Prof., Theatre, Film and Dance

Argyres, Philip C., Ph.D., Princeton U. Assoc. Prof., Physics/LNS

Arias, Tomas A., Ph.D., Massachusetts Inst. of Tech. Assoc. Prof., Physics/LASSP*

Arms, William, Ph.D., U. of Sussex. Prof., Computer Science

Arnesen, Ingrid, M.A., U.C. Davis; M.A. SUNY Stony Brook. Senior Lecturer, English for Academic Purposes

Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinchliff Professor of Spanish Literature, Romance Studies/Comparative Literature

Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof., Anthropology Emeritus

Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP*

Assié-Lumumba, N'Dri, Ph.D., U. of Chicago. Assoc. Prof., Africana Studies

Bailey, Graeme, Ph.D., U. of Birmingham. Prof., Computer Science

Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry and Chemical Biology

Baraldi, Michela, B.A. equivalent, U. of Bologna. Lecturer, Romance Studies

Barazangi, Muawia, Ph.D., Columbia U. Prof., Earth and Atmospheric Sciences/INSTOC*

Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics

Bassett, William A., Ph.D., Columbia U. Prof. Emeritus, Earth and Atmospheric Sciences

Basu, Kaushik, Ph.D., London School of Economics (England). Carl Marks Prof. of International Studies

Bathrick, David, Ph.D., U. of Chicago. Prof., German Studies/Theatre, Film and Dance

Bättig von Wittelsbach, Kora. M.A., University of Zagreb. Senior Lecturer, Romance Studies

Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry and Chemical Biology

Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof. Emeritus, History

Begley, Tadhg P., Ph.D., California Inst. of Technology. Prof., Chemistry and Chemical Biology

Bekerie, Ayele, Ph.D., Temple U. Asst. Prof., Africana Studies and Research Center

Bell, James F., Ph.D., U. of Hawaii. Asst. Prof., Astronomy/CRSR†

Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology

Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies

Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Women's Studies

- Bensel, Richard, Ph.D., Cornell U. Prof., Government
- Béreaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof., Romance Studies
- Berest, Yuri, Ph.D., Université de Montreal (Canada). Asst. Prof., Mathematics
- Berger, Anne, Ph.D., Paris VII (France). Prof., Romance Studies
- Berkelman, Karl, Ph.D., Cornell U. Goldwin Smith Professor of Physics, Physics/LNS
- Bernal, Martin G., Ph.D., Cambridge U. (England). Prof. Emeritus, Government/Near Eastern Studies
- Bernstein, Sarah E., M.F.A., Yale U. Senior Lecturer, Theatre, Film and Dance
- Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art
- Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus
- Beukenkamp, Erik Jan, Ph.D., Indiana U., Bloomington. Senior Lecturer, Intensive English Program
- Billera, Louis J., Ph.D., City U. of New York. Prof., Mathematics
- Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music
- Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof., Earth and Atmospheric Sciences
- Birman, Kenneth P., Ph.D., U. of California at Berkeley. Prof., Computer Science
- Bishop, Jonathan P., Ph.D., Harvard U. Prof. Emeritus, English
- Bjerkén, Hak, D.M.A. Peabody Conservatory of Music. Asst. Prof., Music
- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Blacksher, Beverly, Ph.D., Cornell U. Lecturer, Africana Studies
- Bloom, Arthur L., Ph.D., Yale U. Prof. Emeritus, Earth and Atmospheric Sciences/INSTOC#
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Assoc. Prof., Physics/LASSP*
- Boehm, Elyzabeth Ann, M.A., Hollins College. Senior Lecturer, English
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Bogel, Lynda Donelia, M.Phil., Yale U. Senior Lecturer, English
- Borden, David R. M.A., Harvard U. Senior Lecturer, Music
- Borstelmann, Thomas, Ph.D., Duke U. Assoc. Prof., History
- Boucher, Daniel, Ph.D., U. of Pennsylvania. Asst. Prof., Asian Studies
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Linguistics
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy/Science and Technology Studies
- Boyer, Dominic, Ph.D., U. of Chicago. Asst. Prof., Anthropology
- Bracken, William F., Ph.D., Harvard U. Asst. Prof., Philosophy
- Brady, Mary Pat, Ph.D., U. of California at Los Angeles. Asst. Prof., English
- Bramble, James H., Ph.D., U. of Maryland. Prof. Emeritus, Mathematics
- Brann, Ross, Ph.D., New York U., Milton R. Konvitz Professor of Judeo-Islamic Studies, Near Eastern Studies
- Brazell, Karen W., Ph.D., Columbia U. Prof., Japanese Literature, Asian Studies
- Briggs, Martijna Aarts, M.A., O.M.O. Utrecht (The Netherlands). Senior Lecturer, German Studies
- Brinton, Mary C., Ph.D., U. of Washington. Assoc. Prof., Sociology
- Brittain, Charles, D. Phil., Oxford U. (England). Asst. Prof., Classics
- Bronfenbrenner, Urie, Ph.D., U. of Michigan. Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brookhouse, Stephen Christopher, M.F.A., Virginia Tech. Senior Lecturer, Theatre, Film and Dance
- Brouwer, Piet, Ph.D., Leiden U. Asst. Prof., Physics/LASSP*
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Brown, Laura, Ph.D., U. of California at Berkeley. Prof., English
- Browne, E. Wayles, Ph.D., U. of Zagreb (Croatia). Assoc. Prof., Linguistics
- Brumberg, Joan Jacobs, Ph.D., U. of Virginia. Prof., Human Development/Women's Studies
- Buck-Morss, Susan F., Ph.D., Georgetown U. Prof., History of Art
- Buettner, Bonnie, Ph.D., Cornell U. Senior Lecturer, German Studies
- Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry and Chemical Biology
- Burns, Joseph A., Ph.D., Cornell U. Irving Porter Church Professor of Engineering, Astronomy/Theoretical and Applied Mechanics/CRSR†
- Caldwell, Steven B., Ph.D., Cornell U. Assoc. Prof., Sociology
- Campbell, Deborah, M.A., Indiana U., Bloomington. Senior Lecturer, English for Academic Purposes
- Campbell, Donald B., Ph.D., Cornell U. Prof., Astronomy/NAIC‡
- Campbell, Timothy C., Ph.D., Columbia U. Asst. Prof., Romance Studies
- Caputi, Anthony F., Ph.D., Cornell U. Prof. Emeritus, English/Comparative Literature
- Carden, Patricia J., Ph.D., Columbia U. Prof., Russian Literature
- Cardie, Claire, Ph.D., U. Mass. Assoc. Prof., Computer Science
- Carlson, Allen, Ph.D., Yale U. Asst. Prof., Government
- Carmichael, Calum M., LL.D., Glasgow U. (Scotland). Prof., Comparative Literature/Biblical Studies
- Caron, Vicki, Ph.D., Columbia U. Prof., Thomas & Diann Mann Chair in Modern Jewish Studies, History/Jewish Studies Program
- Carpenter, Barry K., Ph.D., U. College, London (England). Prof., Chemistry and Chemical Biology
- Carrillo, Loretta, Ph.D., Michigan State U. Senior Lecturer, Romance Studies/Latino Studies
- Carroll, Noel, Ph.D. U. of Illinois. Assoc. Prof., Theatre Arts/Philosophy
- Caruana, Richard, Ph.D., Carnegie Mellon U. Asst. Prof., Computer Science
- Cassel, David G., Ph.D., Princeton U. Prof., Physics/LNS¶
- Cassel, Edith Hertha, Ph.D., U. of Heidelberg. Senior Lecturer, Physics
- Castillo, Debra, Ph.D., U. of Wisconsin at Milwaukee. Prof., Romance Studies/Comparative Literature
- Cathles, Lawrence M. III, Ph.D., Princeton U. Prof., Earth and Atmospheric Sciences
- Cerione, Richard, Ph.D., Rutgers U. Prof., Chemistry and Chemical Biology
- Cervesi-McCobb, Flaminia, M.A., Washington University. Lecturer, Romance Studies
- Chaloeitirana, Thak, Ph.D., Cornell U. Assoc. Prof., Asian Studies
- Chang, Derek, Ph.D., Duke U. Asst. Prof., History/Asian American Studies
- Chase, Cynthia, Ph.D., Yale U. Prof., English/Comparative Literature
- Chase, Stephen U., Ph.D., U. of Chicago. Prof., Mathematics
- Chernoff, David F., Ph.D., U. of California at Berkeley. Prof., Astronomy/CRSR†
- Chester Geoffrey V., Ph.D. King's Coll. London (England). Prof. Emeritus, Physics/LASSP*
- Chirik, Paul T., Ph.D., Cal. Tech. Asst. Prof., Chemistry and Chemical Biology
- Christiansen, Marten, Ph.D., U. of Edinburgh, U.K. Asst. Prof., Psychology
- Chu, Jumay Ruth, B.A., U. of California at Berkeley. Senior Lecturer, Theatre, Film and Dance
- Cisne, John L., Ph.D., U. of Chicago. Prof., Earth and Atmospheric Sciences/INSTOC#
- Clardy, Jon C., Ph.D., Harvard U. Horace White Professor of Chemistry and Chemical Biology
- Clark Arcadi, Adam, Ph.D., U. of Michigan. Asst. Prof., Anthropology
- Clarkberg, Marin, Ph.D., U. of Chicago. Asst. Prof., Sociology
- Clinton, Kevin M., Ph.D., Johns Hopkins U. Prof., Classics
- Coate, Stephen, Ph.D., Northwestern U. Kiplinger Professor of Economic Policy
- Coates, Geoffrey, Ph.D., Stanford U. Asst. Prof., Chemistry and Chemical Biology
- Cochran, Sherman G., Ph.D., Yale U. Prof., History
- Cohen, Marshall M., Ph.D., U. of Michigan. Prof., Mathematics
- Cohen, Walter I., Ph.D., U. of California at Berkeley. Prof., Comparative Literature
- Cohn, Abigail C., Ph.D., U. of California at Los Angeles. Assoc. Prof., Linguistics
- Colby-Hall, Alice M., Ph.D., Columbia U. Prof. Emerita, Romance Studies
- Cole, Stephen R., B.A., U. of Indiana. Assoc. Prof., Theatre, Film and Dance
- Coleman, John E., Ph.D., U. of Cincinnati. Prof., Classics
- Coleman, Thomas F., Ph.D., U. of Waterloo. Prof., Computer Science
- Collins, Christopher T., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Linguistics
- Collum, David B., Ph.D., Columbia U. Prof., Chemistry and Chemical Biology
- Colucci, Stephen J., Ph.D., State U. of NY at Albany. Prof., Earth and Atmospheric Sciences
- Conn, David, B.A., Middle Tennessee State University. Lecturer, Music
- Connelly, Robert, Ph.D., U. of Michigan. Prof., Mathematics
- Constable, Robert L., Ph.D., U. of Wisconsin. Prof., Computer Science
- Cook, Kerry H., Ph.D., N. Carolina State. Prof., Earth and Atmospheric Sciences
- Cooke, W. Donald, Ph.D., U. of Pennsylvania. Prof. Emeritus, Chemistry and Chemical Biology
- Cordes, James M., Ph.D., U. of California at San Diego. Prof., Astronomy/NAIC‡
- Correll, Barbara, Ph.D., U. of Wisconsin. Assoc. Prof., English
- Corson, Dale R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics

- Cotts, Robert M., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics/LASSP*
- Cowden, Jonathan, Ph.D., Yale U. Asst. Prof., Government
- Craib, Raymond, Ph.D., Yale U. Asst. Prof., History
- Crane, Brian R., Ph.D., The Scripps Research Institute. Asst. Prof., Chemistry and Chemical Biology
- Cross, Warren Dennis. B.A., SUNY Stony Brook. Lecturer, Theatre, Film & Dance
- Csaki, Csaba, Ph.D., MIT. Asst. Prof., Physics/LNS
- Culler, Jonathan D., D. of Phil., Oxford U. (England). Class of 1916 Professor, English/Comparative Literature
- Cutting, James E., Ph.D., Yale U. Prof., Psychology
- Dannhauser, Werner J., Ph.D., U. of Chicago. Prof. Emeritus, Government
- Darlington, Richard B., Ph.D., U. of Minnesota. Prof., Psychology
- Davis, H. Floyd, Ph.D., U. of California at Berkeley. Assoc. Prof., Chemistry and Chemical Biology
- Davis, Stuart Arrowsmith. M.Phil., Yale U. Senior Lecturer, English
- Davis, Tom E., Ph.D., Johns Hopkins U. Prof., Economics
- Dear, Peter, Ph.D., Princeton U. Prof., History/Science and Technology Studies
- DeGaetano, Arthur T., Ph.D., Rutgers U. Assoc. Prof., Earth and Atmospheric Science
- de Bary, Brett, Ph.D., Harvard U. Prof., Asian Studies/Comparative Literature
- Deinert, Herbert, Ph.D., Yale U. Prof., German Studies
- DeLoughrey, Elizabeth, Ph.D., U. of Maryland. Asst. Prof., English
- Demers, Alan, Ph.D., Princeton U. Prof., Computer Science
- Dennis, Michael A., Ph.D., Johns Hopkins U. Asst. Prof., Science and Technology Studies
- Dennis, R. Keith, Ph.D., Rice U. Prof., Mathematics
- Derry, Louis A., Ph.D., Harvard U. Asst. Prof., Earth and Atmospheric Sciences
- DeVoogd, Timothy J., Ph.D., U. of Illinois. Assoc. Prof., Psychology
- Diesing, Molly, Ph.D., U. of Massachusetts at Amherst. Prof., Linguistics
- Diffloth, Hairhin. B.A., Ewha Women's University. Senior Lecturer, Asian Studies
- DiSalvo, Francis J. Jr., Ph.D., Stanford U. John A. Newman Professor of Physical Science, Chemistry and Chemical Biology
- Donaldson, Laura, Ph.D., Emory U. Assoc. Prof., English
- Donatelli, Stephen A., Ph.D., Brown U. Senior Lecturer, Knight Institute for Writing in the Disciplines and Comparative Literature
- Dotson, Arch T., Ph.D., Harvard U. Prof., Government
- Dotson, Esther G., Ph.D., New York U. Prof. Emeritus, History of Art
- Dozier, Eleanor. M.A., Cornell U. Senior Lecturer, Romance Studies
- Dugan, Gerald F., Ph.D., Columbia U. Prof., Physics/LNS¶
- Dunning, David, Ph.D., Stanford U. Prof., Psychology
- Durrett, Richard T., Ph.D., Stanford U. Prof., Mathematics
- Dynkin, Eugene B., Dr. of Sci., Moscow U. (USSR). Abram R. Bullis Professor of Mathematics, Mathematics
- Ealick, Steven, Ph.D., U. of Oklahoma. Prof., Chemistry and Chemical Biology
- Earle, Clifford J., Ph.D., Harvard U. Prof., Mathematics
- Easley, David, Ph.D., Northwestern U. Henry Scarborough Prof. of Social Sciences
- Eberhard, Carolyn. Ph.D., Boston U. Senior Lecturer, Plant Biology
- Eddy, Donald D., Ph.D., U. of Chicago. Prof. Emeritus, English
- Edelman, Shimon, Ph.D., Weizmann Institute of Science (Israel). Prof., Psychology
- Edmondson, Locksley G., Ph.D., Queens U. (Canada). Prof., Africana Studies and Research Center
- Ehrenberg, Ronald, Ph.D., Northwestern U. Prof., Industrial and Labor Relations/Economics
- Eikenberry, Stephen S., Ph.D., Harvard U. Asst. Prof., Astronomy/CRSR†
- Elber, Ron, Ph.D., Hebrew U. Professor, Computer Science
- Elias, Robert, Ph.D., U. of Pennsylvania. Goldwin Smith Professor of English Literature and American Studies, Emeritus, English
- Elser, Veit, Ph.D., U. of California at Berkeley. Prof., Physics/LASSP*
- Escobar, José F., Ph.D., U. of California at Berkeley. Prof., Mathematics
- Esman, Milton J., Ph.D., Princeton U. John S. Knight Professor of International Studies, Emeritus, Government
- Evangelista, Matthew, Ph.D., Cornell U. Prof., Government
- Ezergailis, Inta M., Ph.D., Cornell U. Prof. Emerita, German Studies
- Ezra, Gregory S., Ph.D., Oxford U. (England). Prof., Chemistry and Chemical Biology
- Fajans, Jane, Ph.D., Stanford U. Assoc. Prof., Anthropology
- Fakundiny, Lydia E. B.Phil., Oxford U. B.Litt, Oxford U. Senior Lecturer, English
- Falk, Oren, Ph.D., U. of Toronto. Asst. Prof., History
- Fan, K-Y Daisy, Ph.D., Cornell U. Asst. Prof., Computer Science
- Fara, Michael, Ph.D., Princeton U. Asst. Prof., Philosophy
- Farooqi, Mehr. Ph.D., Allahabad U. Lecturer, Asian Studies
- Farrell, Robert T., Ph.D., Fordham U. Prof., English/Medieval Studies/Archaeology
- Farrell, Roger H., Ph.D., U. of Illinois. Prof. Emeritus, Mathematics
- Fay, Robert C., Ph.D., U. of Illinois. Prof., Chemistry and Chemical Biology
- Feldman, Richard L. M.A., U. of Illinois at Urbana-Champaign. Senior Lecturer, Intensive English Program
- Feldshuh, David, Ph.D., U. of Minnesota. Prof., Theatre, Film and Dance
- Field, David J., Ph.D., U. of Pennsylvania. Assoc. Prof., Psychology
- Fine, Gail J., Ph.D., Harvard U. Prof., Philosophy/Classics
- Finlay, Barbara L., Ph.D., Massachusetts Inst. of Technology. Prof., Psychology
- Fitchen, Douglas B., Ph.D., U. of Illinois. Prof., Physics/LASSP*
- Flanagan, Éanna É., Ph.D., California Inst. of Technology. Assoc. Prof., Physics/Astronomy/LNS¶
- Fogelsanger, Allen L. Ph.D., Cornell U. Senior Lecturer, Theatre, Film and Dance
- Fortune, Joanne E., Ph.D., Cornell U. Assoc. Prof., Physiology/Women's Studies
- Franck, Carl P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP*
- Frank, Robert H., Ph.D., U. of California at Berkeley. Goldwin Smith Professor of Economics/Ethics and Public Policy
- Fredericksen, Donald L., Ph.D., U. of Iowa. Assoc. Prof., Theatre, Film and Dance
- Freed, Jack H., Ph.D., Columbia U. Prof., Chemistry and Chemical Biology
- Fried, Debra, Ph.D., Yale U. Assoc. Prof., English
- Fulton, Alice, MFA, Cornell U. Prof., English
- Furman, Nelly, Ph.D., Columbia U. Prof., Romance Studies
- Gainor, Ellen J., Ph.D., Princeton U. Prof., Theatre, Film and Dance
- Gair, James W., Ph.D., Cornell U. Prof. Emeritus, Linguistics
- Galik, Richard S., Ph.D., Cornell U. Prof., Physics/LNS¶
- Galloway, Andrew, Ph.D., U. of California at Berkeley. Assoc. Prof., English
- Ganem, Bruce, Ph.D., Columbia U. Franz and Elisabeth Roessler Professor of Chemistry and Chemical Biology
- Garcés, Maria Antonia, Ph.D., Johns Hopkins U. Assoc. Prof., Romance Studies
- Garcia, Maria Cristina, Ph.D., U. of Texas at Austin. Assoc. Prof., History/Latino Studies
- Gehrke, Johannes, Ph.D., U. of Wisconsin at Madison. Asst. Prof., Computer Science
- Giambattista, Alan G. M.S., Cornell U. Senior Lecturer, Physics
- Gibbons, Lawrence K., Ph.D., U. of Chicago. Asst. Prof., Physics/LNS¶
- Gibson, Eleanor J., Ph.D., Yale U. Susan Linn Sage Professor of Psychology Emeritus, Psychology
- Gierasch, Peter J., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Gilbert, Roger S., Ph.D., Yale U. Assoc. Prof., English
- Gilgen, Peter, Ph.D., Stanford U. Asst. Prof., German Studies
- Gillespie, Tarleton L., Ph.D., U. of California at San Diego. Asst. Prof., Science and Technology Studies
- Gilliland, Mary, M.A., Cornell U. Senior Lecturer, Knight Institute for Writing in the Disciplines
- Gilovich, Thomas, Ph.D., Stanford U. Prof., Psychology
- Ginet, Carl A., Ph.D., Cornell U. Prof. Emeritus, Philosophy
- Ginsburg, Judith R., Ph.D., U. of California at Berkeley. Assoc. Prof., Classics
- Ginsparg, Paul, Ph.D., Cornell U. Prof., Physics/CIS
- Giovannelli, Riccardo, Ph.D., Indiana U. Prof., Astronomy/NAIC‡
- Gittelman, Bernard, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS¶
- Goetz, Kent, M.F.A., U. of Wisconsin at Madison. Asst. Prof., Theatre, Film and Dance
- Gold, Daniel, Ph.D., U. of Chicago Divinity School. Prof., Asian Studies
- Gold, Thomas, Ph.D., Cambridge U. (England). John L. Wetherill Professor of Astronomy Emeritus/CRSR†
- Goldsmith, Paul F., Ph.D., U. of California at Berkeley. James A. Weeks Professor of Physical Sciences, Astronomy/NAIC‡
- Golkowska, Krystyna Urbisz. Ph.D., Jagiellonian University (Poland). Senior Lecturer, Intensive English Program
- Gottfried, Kurt, Ph.D., Massachusetts Inst. of Technology. Prof. Emeritus, Physics/LNS¶
- Gottschalk, Katherine Kiblinger. Ph.D., U. of Chicago. Senior Lecturer, English and Knight Institute for Writing in the Disciplines
- Graff, Delia, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Philosophy
- Graubart, Karen, Ph.D., U. of Massachusetts at Amherst. Asst. Prof., History

- Greenberg, Donald P., Ph.D., Cornell U. Prof., Computer Science
- Greenberg, Mitchell, Ph.D., U. of California at Berkeley. Prof., Romance Studies
- Greene, Charles H., Ph.D., U. of Washington. Assoc. Prof., Earth and Atmospheric Sciences/CFE
- Greene, Sandra E., Ph.D., Northwestern U. Prof., History
- Greenwood, Davydd J., Ph.D., U. of Pittsburgh. Goldwin Smith Professor of Anthropology
- Greisen, Kenneth I., Ph.D., Cornell U. Prof. Emeritus, Physics
- Grimes, Joseph E., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Groos, Arthur, Ph.D., Cornell U. Prof., German Studies
- Gross, Leonard, Ph.D., U. of Chicago. Prof., Mathematics
- Grossvogel, Anita V., Ph.D., Cornell U. Assoc. Prof. Emerita, Romance Studies
- Grossvogel, David I., Ph.D., Columbia U. Prof. Emeritus, Goldwin Smith Professor of Romance Studies and Comparative Literature
- Gruner, Sol M., Ph.D., Princeton U. Prof., Physics/LASSP*
- Grusky, David, Ph.D., U. of Wisconsin. Prof., Sociology
- Guckenheimer, John, Ph.D., U. of California at Berkeley. Prof., Mathematics
- Gunn, Edward M., Jr., Ph.D., Columbia U. Prof., Asian Studies
- Haenni, Sabine, Ph.D., U. of Chicago. Asst. Prof., Theatre, Film and Dance/American Studies
- Hagfors, Tor, Ph.D., U. of Oslo (Norway). Prof. Emeritus, Astronomy/Engineering/NAIC‡
- Haines-Eitzen, Kim, Ph.D., U. of North Carolina. Asst. Prof., Near Eastern Studies/Religious Studies
- Hall, Daniel Crawford. M.F.A., U. of Iowa. Senior Lecturer, Theatre, Film and Dance
- Halpern, Bruce P., Ph.D., Brown U. Susan Linn Sage Professor of Psychology, Psychology/Biological Sciences
- Halpern, Joseph Y., Ph.D., Harvard U. Prof., Computer Science
- Hammes, Gordon G., Ph.D., U. of Wisconsin. Horace White Prof. Emeritus, Chemistry and Biochemistry
- Hand, Louis N., Ph.D., Stanford U. Prof., Physics/LNS‡
- Hanson, Ellis, Ph.D., Princeton U. Assoc. Prof., English
- Harbert, Wayne E., Ph.D., U. of Illinois. Prof., Linguistics
- Harris, Robert L., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Harris-Warrick, Rebecca, D.M.A., Stanford U. Prof., Music
- Hartill, Donald L., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡
- Hartman, Paul L., Ph.D., Cornell U. Prof. Emeritus, Physics/Applied and Engineering Physics/LASSP*
- Hartmanis, Juris, Ph.D., California Inst. of Technology. Walter R. Read Professor of Engineering Emeritus, Computer Science
- Harwit, Martin O., Ph.D., Massachusetts Inst. of Technology. Prof. Emeritus, Astronomy/CRSR†
- Hassan, Salah, Ph.D., U. of Pennsylvania. Assoc. Prof., Africana Studies and Research Center/History of Art
- Hatch, Martin, Ph.D., Cornell U. Assoc. Prof., Music
- Hatcher, Allen, Ph.D., Stanford U. Prof., Mathematics
- Hay, George A., Ph.D., Northwestern U. Prof., Economics/Edward Cornell Prof. of Law
- Hayes, Donald P., Ph.D., U. of Washington. Prof. Emeritus, Sociology
- Haynes, Martha P., Ph.D., Indiana U. Prof., Astronomy/NAIC‡
- Heckathorn, Douglas D., Ph.D., U. of Kansas. Prof., Sociology
- Hedstrom, Peter, Ph.D., Harvard U. Prof., Sociology
- Hellie, Benjamin, Ph.D., Princeton U. Asst. Prof., Philosophy
- Henderson, David W., Ph.D., U. of Wisconsin. Prof., Mathematics
- Henderson, John S., Ph.D., Yale U. Prof., Anthropology
- Henley, Christopher L., Ph.D., Harvard U. Assoc. Prof., Physics/LASSP*
- Herrin, W. Lamar, Ph.D., U. of Cincinnati. Prof., English
- Herring, Ronald, Ph.D., U. of Wisconsin at Madison. Prof., Government
- Herter, Terry L., Ph.D., U. of Rochester. Prof., Astronomy/CRSR†
- Hester, Karlton, Ph.D., City U. of New York. Asst. Prof., African Studies and Research Center
- Hildebrand, George H., Ph.D., Cornell U. Maxwell M. Upson Professor of Economics and Industrial Relations Emeritus, Economics/Industrial and Labor Relations
- Hilgartner, Stephen, Ph.D., Cornell U. Assoc. Prof., Science and Technology Studies
- Hill, Thomas D., Ph.D., Cornell U. Prof., English/Medieval Studies
- Hines, Melissa A., Ph.D., Stanford U. Assoc. Prof., Chemistry and Chemical Biology
- Hirschmann, Nancy, Ph.D., Johns Hopkins U. Assoc. Prof., Government
- Hite, Molly, Ph.D., U. of Washington. Prof., English
- Hjortshoj, Keith Guy, Ph.D., Cornell U. Senior Lecturer, Knight Institute for Writing in the Disciplines
- Hoare, Stephanie Alison, Ph.D., Cornell University. Senior Lecturer, Asian Studies
- Hodes, Harold, Ph.D., Harvard U. Assoc. Prof., Philosophy
- Hoffmann, Roald, Ph.D., Harvard U. Frank H. T. Rhodes Professor of Humane Letters, Chemistry and Chemical Biology
- Hohendahl, Peter U., Ph.D., Hamburg U. (Germany). Jacob Gould Schurman Professor of German Literature, German Studies/Comparative Literature
- Holcomb, Donald F., Ph.D., U. of Illinois. Prof. Emeritus, Physics/LASSP*
- Holdheim, W. Wolfgang, Ph.D., Yale U. Frederic J. Whiton Professor of Liberal Studies, Emeritus, Comparative Literature/Romance Studies
- Holmberg, David H., Ph.D., Cornell U. Prof., Anthropology/Women's Studies
- Holquist, Peter, Ph.D., Columbia U. Assoc. Prof., History
- Hong, Yongmiao, Ph.D., U. of California at San Diego. Assoc. Prof., Economics
- Hopcroft, John E., Ph.D., Stanford U. Joseph C. Ford Professor of Computer Science
- Houck, James R., Ph.D., Cornell U. Kenneth A. Wallace Professor of Astronomy/CRSR†
- Houston, Paul L., Ph.D., Massachusetts Inst. of Technology. Peter J. W. Debye Professor of Chemistry and Chemical Biology
- Hsu, John T. H., D. Music, New England Conservatory of Music. Old Dominion Foundation Professor of Humanities and Music
- Huang, Hong. M.A., C.C.N.Y. Lecturer, Asian Studies
- Hubbard, John H., Doctorat d'Etat, U. de Paris (France). Prof., Mathematics
- Hughes, Robert E., Ph.D., Cornell U. Prof. Emeritus, Chemistry and Chemical Biology
- Hull, Isabel V., Ph.D., Yale U. Prof., History
- Husa, Karel, Diploma, Paris Conservatory (France). Kappa Alpha Professor of Music, Emeritus
- Huttenlocher, Daniel P., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Hwang, J. T. Gene, Ph.D., Purdue U. Prof., Mathematics
- Hyams, Paul R., D. Phil., Oxford U. (England). Assoc. Prof., History
- Hysell, David L., Ph.D., Cornell U. Assoc. Prof., Earth and Atmospheric Science
- Iguina, Zulma. B.A., Cornell University. Senior Lecturer, Romance Studies
- Intemann, Edward David. M.F.A., Cornell U. Senior Lecturer, Theatre, Film and Dance
- Irwin, Terence H., Ph.D., Princeton U. Susan Linn Sage Professor of Philosophy, Philosophy/Classics
- Isacks, Bryan L., Ph.D., Columbia U. William and Katherine Snee Professor of Earth and Atmospheric Sciences/INSTOC #
- Isard, Walter, Ph.D., Harvard U. Prof. Emeritus, Economics
- Isbell, Billie J., Ph.D., U. of Illinois. Assoc. Prof., Anthropology Emeritus
- Isen, Alice M., Ph.D., Stanford U. Prof., Johnson Graduate School of Management/Psychology
- Jagacinski, Ngampit. Ph.D., Ohio State U. Senior Lecturer, Asian Studies
- Janowitz, Phyllis, M.F.A., U. of Massachusetts. Prof., English
- Jeyifo, Biodun, Ph.D., New York U. Prof., English
- Joachims, Thorsten, Ph.D., U. of Dortmund. Asst. Prof., Computer Science
- John, James J., Ph.D., U. of Notre Dame. Professor Emeritus, History
- Johns, Marylee. M.S., Northeastern U. Senior Lecturer, Intensive English Program
- Johnson, Scott, Ph.D., Arizona State. Prof., Psychology
- Johnston, Robert E., Ph.D., Rockefeller U. Prof., Psychology
- Jones, Karen, Ph.D., Cornell U. Asst. Prof., Philosophy
- Jones, Robert B. Jr., Ph.D., U. of California at Berkeley. Prof. Emeritus, Modern Languages and Linguistics
- Jones-Correa, Michael, Ph.D., Princeton U. Assoc. Prof., Government
- Jordan, Teresa E., Ph.D., Stanford U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Jorden, Eleanor H., Ph.D., Yale U. Mary Donlon Alger Professor of Linguistics Emerita, Modern Languages and Linguistics
- Kahn, Alfred E., Ph.D., Yale U. Robert Julius Thorne Professor of Political Economy Emeritus, Economics
- Kahn, Peter J., Ph.D., Princeton U. Prof., Mathematics
- Kammen, Carol K. B.A., George Washington U. Senior Lecturer, History
- Kammen, Michael G., Ph.D., Harvard U. Newton C. Farr Professor of American History and Culture, History
- Kanbur, Ravi, Ph.D., Oxford U. (England) T.H. Lee Prof. of World Affairs, Economics
- Kaplan, Steven L., Ph.D., Yale U. Goldwin Smith Professor of History
- Karig, Daniel E., Ph.D., U. of California at San Diego. Prof. Emeritus, Earth and Atmospheric Sciences

- Kaske, Carol V., Ph.D., Johns Hopkins U. Prof., English
- Katagiri, Yukiko. M.A., Nihon Joshi Daigaku (Japan). M.A., Cornell U. Senior Lecturer, Asian Studies
- Katzenstein, Mary F., Ph.D., Massachusetts Inst. of Technology. Prof., Government
- Katzenstein, Peter J., Ph.D., Harvard U. Walter S. Carpenter, Jr., Professor of International Studies, Government
- Kawasaki, Yuka. M.Ed., Vanderbilt U. Lecturer, Asian Studies
- Kay, Robert W., Ph.D., Columbia U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Kay, Suzanne Mahlborg, Ph.D., Brown U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Kelley, E. Wood, Ph.D., Indiana U. Assoc. Prof., Government
- Kelley, Michael C., Ph.D., U. of California at Berkeley. Prof., Earth and Atmospheric Sciences
- Kellogg, Judith, M. M., Boston U. Assoc. Prof., Music
- Kennedy, William J., Ph.D., Yale U. Prof., Comparative Literature
- Kesten, Harry, Ph.D., Cornell U. Prof. Emeritus, Mathematics
- Kiefer, Nicholas M., Ph.D., Princeton U. Ta-Chung Liu Prof. of Economics
- Kinoshita, Toichiro, Ph.D., Tokyo U. (Japan). Goldwin Smith Professor of Physics Emeritus/LNS¶
- Kirkwood, Gordon M., Ph.D., Johns Hopkins U. Frederic J. Whiton Professor of Classics Emeritus
- Kirshner, Jonathan, Ph.D., Princeton U. Assoc. Prof., Government
- Klein, Richard J., Ph.D., Yale U. Prof., Romance Studies
- Kleinberg, Jonathan, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Kline, Ronald, Ph.D., U. of Wisconsin. Prof., Science and Technology Studies
- Koch, Michael. M.F.A., Wichita State U. Senior Lecturer, English
- Koschmann, J. Victor, Ph.D., U. of Chicago. Prof., History
- Kovar, Janice Sue. B.S., U. of Illinois. Senior Lecturer, Theatre, Film and Dance
- Kozen, Dexter, Ph.D., Cornell U. Joseph N. Pew Professor of Engineering/Computer Science
- Kramnick, Isaac, Ph.D., Harvard U. Richard J. Schwarz Professor of Government
- Kronik, John W., Ph.D., U. of Wisconsin. Prof. Emeritus, Romance Studies
- Krumhansl, Carol L., Ph.D., Stanford U. Prof., Psychology
- Krumhansl, James A., Ph.D., Cornell U. Horace White Professor of Physics Emeritus/LASSP*
- Kufner, Herbert L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Kuniholm, Peter I., Ph.D., U. of Pennsylvania. Prof., Archaeology and Dendrochronology
- LaCapra, Dominick C., Ph.D., Harvard U. Bryce and Edith M. Bowman Professor in Humanistic Studies, History
- LaFeber, Walter F., Ph.D., U. of Wisconsin. Marie Underhill Noll Professor of American History, History
- Lai, Dong, Ph.D., Cornell U. Asst. Prof., Astronomy/CRSR†
- Lambert, Bernd, Ph.D., U. of California at Berkeley. Prof., Anthropology
- Lambert, William W., Ph.D., Harvard U. Prof. Emeritus, Psychology/Sociology/Antropology
- Law, Jane Marie, Ph.D., U. of Chicago. Assoc. Prof., Asian Studies/H. Stanley Krusen Professor of World Religions
- Lawler, Edward J., Ph.D., U. of Wisconsin. Prof. Sociology/Industrial and Labor Relations
- Lawler, Gregory F., Ph.D., Princeton U. Prof., Mathematics
- Lawler, Margaret, M.A., San Jose State Coll. Assoc. Prof. Emerita, Theatre Arts
- Lawless, Cecelia Burke. Ph.D., Cornell U. Senior Lecturer, Romance Studies
- Lazzaro, Claudia, Ph.D., Princeton U. Prof., History of Art
- Leavitt, Thomas W., Ph.D., Harvard U. Prof. Emeritus, History of Art
- LeClair, André R., Ph.D., Harvard U. Prof., Physics/LNS¶
- Lee, David M., Ph.D., Yale U. James Gilbert White Distinguished Professor in the Physical Sciences, Physics/LASSP*
- Lee, Lee C., Ph.D., Ohio State U. Assoc. Prof. Human Development and Family Studies/Asian American Studies Program
- Lee, Lillian, Ph.D., Harvard U. Asst. Prof., Computer Science
- Lee, Stephen, Ph.D., U. of Chicago. Prof., Chemistry and Chemical Biology
- Leed, Richard L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- LeGendre, Barbara A. Ph.D., Case Western Reserve U. Senior Lecturer, Knight Institute for Writing in the Disciplines
- Lepage, G. Peter, Ph.D., Stanford U. Prof., Physics/LNS¶
- Leuenberger, Christine A. Ph.D., U. of Konstanz (Germany). Lecturer, Sociology/Research Associate, Science and Technology Studies
- Levitsky, David A., Ph.D., Rutgers U. Prof., Nutritional Sciences/Psychology
- Levitt, Bruce, Ph.D., U. of Michigan. Prof., Theatre, Film and Dance
- Levy, Andrée Grandjean. B.A. equiv., Université de Lille, France. Senior Lecturer, Romance Studies
- Lewenstein, Bruce V., Ph.D., U. of Pennsylvania. Assoc. Prof., Science and Technology Studies/Communication
- Lewis, Philip E., Ph.D., Yale U. Prof., Romance Studies
- Littauer, Raphael M., Ph.D., Cambridge U. (England). Prof. Emeritus, Physics/LNS¶
- Lillard, Pamela S. M.F.A., Virginia Tech. Senior Lecturer, Theatre, Film and Dance
- Lischke, Gunhild Iris. Zweites Staatsexamen, Ministry of Education, Hamburg (Germany). M.A. Cornell U. Senior Lecturer, German Studies
- Livesay, G. Roger, Ph.D., U. of Illinois. Prof. Emeritus, Mathematics
- LoBello, Susan. M.A., U. of Kansas. Senior Lecturer, Romance Studies
- Long, Kathleen P., Ph.D., Yale U. Assoc. Prof., Romance Studies
- Loos, Tamara L., Ph.D., Cornell U. Asst. Prof., History
- Loring, Roger F., Ph.D., Stanford U. Assoc. Prof., Chemistry and Chemical Biology
- Lovelace, Richard V. E., Ph.D., Cornell U. Prof., A&EP/Astronomy/CRSR†
- Lovell, M. Tamara. M.A., U. of Chicago. Senior Lecturer, Intensive English Program
- Lowi, Theodore J., Ph.D., Yale U. John L. Senior Professor of American Institutions, Government
- Luks, Joanna G. Ed.M., Boston University. Senior Lecturer, Intensive English Program
- Lurie, Alison, A. B., Radcliffe Coll. Frederic J. Whiton Professor of American Literature Emerita, English
- Lynch, Michael, Ph.D. UC Irvine. Prof., Science and Technology Studies
- Lyons, Thomas, Ph.D., Cornell U. Prof., Economics
- Maas, James B., Ph.D., Cornell U. Prof., Psychology
- MacDonald, Scott, Ph.D., Cornell U. Prof., Norma K. Regan Professor in Christian Studies, Philosophy
- Macpique, Richard E., M.F.A., Boston U. Lecturer, Theatre, Film and Dance
- Macy, Michael W., Ph.D., Harvard U. Prof., Sociology
- Majumdar, Mukul K., Ph.D., U. of California at Berkeley. H. T. Warshow and Robert Irving Warshow Professor of Economics
- Maldonado-Méndez, Nilsa, M.S., SUNY Albany. Senior Lecturer, Romance Studies
- Mancusi, Jeanette. B.A., SUNY Fredonia. Senior Lecturer, Intensive English Program
- Mankin, David P., Ph.D., U. of Virginia. Assoc. Prof., Classics
- Mao, Douglas, Ph.D., Yale U. Assoc. Prof., English
- March, Kathryn S., Ph.D., Cornell U. Assoc. Prof., Anthropology/Women's Studies
- Marcus, Phillip L., Ph.D., Harvard U. Prof. Emeritus, English
- Marohn, John, Ph.D., California Institute of Technology. Asst. Prof., Chemistry and Chemical Biology
- Martin, Biddy, Ph.D., U. of Wisconsin at Madison. Prof., German Studies/Women's Studies
- Martin, Joseph A. M.A., Cornell U. Senior Lecturer, Knight Institute for Writing in the Disciplines
- Masson, Robert T., Ph.D., U. of California at Berkeley. Prof., Economics
- Matthews, Jeanna N., Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Maxwell, Barry Hamilton. Ph.D., Stanford U. Senior Lecturer, Comparative Literature
- Mazrui, Ali A., Ph.D., Oxford U. (England). Senior Scholar, Africana Research and Studies Center and A. D. White Professor-at-Large Emeritus
- McCall, Dan E., Ph.D., Columbia U. Prof., English
- McCarrick, Thomas Arthur. M.S., Brock U. Senior Lecturer, Chemistry
- McClane, Kenneth A., M.F.A., Cornell U. W.E.B. DuBois Professor of Literature, English
- McClelland, Peter D., Ph.D., Harvard U. Prof., Economics
- McConkey, James R., Ph.D., State U. of Iowa. Prof. Emeritus, English
- McConnell-Ginet, Sally, Ph.D., U. of Rochester. Prof., Linguistics
- McCoy, William John Jr., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- McCoy, Maureen, M.F.A., U. of Iowa. Assoc. Prof., English
- McCullough, M. Kate, Ph.D., U. of California at Berkeley. Assoc. Prof., English
- McDaniel, Boyce D., Ph.D., Cornell U. Floyd R. Newman Professor of Nuclear Studies Emeritus, Physics/LNS¶
- McDermott, Rose, Ph.D., Stanford U. Asst. Prof., Government
- McEuen, Paul L., Ph.D. Yale U. Prof., Physics, Physics/LASSP
- McGowan, Kaja, Ph.D., Cornell U. Asst. Prof., History of Art
- McGinnis, Robert, Ph.D., Northwestern U. Prof. Emeritus, Sociology

- McLafferty, Fred W., Ph.D., Cornell U. Peter J. W. Debye Emeritus Professor of Chemistry and Chemical Biology
- McMillin, H. Scott, Ph.D., Stanford U. Prof., English
- McMurry, John E., Ph.D., Columbia U. Prof., Chemistry and Chemical Biology
- McNeal, Robin, Ph.D., U. of Washington. Asst. Prof., Asian Studies
- McNulty, Tracy, Ph.D., U. of California at Irvine. Asst. Prof., Romance Studies
- McQuade, D. Tyler, Ph.D., U. of Wisconsin. Asst. Prof., Chemistry and Chemical Biology
- Mebane, Walter, Ph.D., Yale U. Assoc. Prof., Government
- Mehta, Yufen Lee. M.A., National Taiwan Normal U. M.A., Brigham Young U. Senior Lecturer, Asian Studies
- Mei, Tsu-Lin, Ph.D., Yale U. Hu Shih Prof. Emeritus of Chinese Literature and Philology, Asian Studies
- Meinwald, Jerrold, Ph.D., Harvard U. Goldwin Smith Professor of Chemistry and Chemical Biology
- Meixner, Laura L., Ph.D., Ohio State U. Assoc. Prof., History of Art
- Melas, Natalie A., Ph.D., U. of California at Berkeley. Assoc. Prof., Comparative Literature
- Melnikov, Oleg, Ph.D., Yale U. Asst. Prof., Economics
- Mermin, Dorothy M., Ph.D., Harvard U. Goldwin Smith Professor Emerita of English
- Mermin, N. David, Ph.D., Harvard U. Horace White Professor of Physics, Physics/LASSP*
- Merrill, Paul. M.M., Ithaca College. Lecturer, Music
- Messing, Gordon M., Ph.D., Harvard U. Prof. Emeritus, Classics
- Mialet, Helene, Ph.D., U. of Paris. Asst. Prof., Science and Technology Studies
- Migiel, Marilyn, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Miller, Richard W., Ph.D., Harvard U. Prof., Philosophy/Science and Technology Studies
- Miller-Ockhuizen, Amanda, Ph.D., Ohio State U. Asst. Prof., Linguistics
- Milles, Beth F., M.A., Harvard U. Asst. Prof., Theatre, Film and Dance
- Minkowski, Christopher, Ph.D., Harvard U. Assoc. Prof., Asian Studies
- Mitra, Tapan, Ph.D., U. of Rochester. Prof., Economics
- Miyazaki, Hirokazu, Ph.D., Australian National U. Asst. Prof., Anthropology
- Moen, Phyllis, Ph.D., U. of Minnesota. Prof., Human Ecology/Sociology
- Mohanty, Satya P., Ph.D., U. of Illinois. Prof., English
- Monosoff-Pancaldo, Sonya, Artists Diploma, Juilliard School of Music. Prof. Emeritus, Music
- Monroe, Jonathan B., Ph.D., U. of Oregon. Prof., Comparative Literature
- Moody-Adams, Michele, Ph.D., Harvard U. Wyn and William Y. Hutchinson Prof. of Ethics and Public Life/Prof., Philosophy
- Moore, R. Laurence, Ph.D., Yale U. Howard A. Newman Professor in American Studies, History
- Morató, Luis. B.A., University of San Simone; B.A., National Teachers College of Suene. Senior Lecturer, Romance Studies
- Morgan, Robert R., M.F.A., U. of North Carolina. Kappa Alpha Prof. of English
- Morgan, Stephen L., Ph.D., Harvard U. Asst. Prof., Sociology
- Morgenroth, Joyce, M.A., Johns Hopkins U. Assoc. Prof., Theatre, Film and Dance
- Morley, Michael D., Ph.D., U. of Chicago. Prof., Mathematics
- Morrisett, Greg, Ph.D., Carnegie Mellon U. Assoc. Prof., Computer Science
- Morrison, George H., Ph.D., Princeton U. Prof. Emeritus, Chemistry and Chemical Biology
- Munasinghe, Viranjini P., Ph.D., Johns Hopkins U. Assoc. Prof., Anthropology/Asian American Studies
- Murray, Timothy, Ph.D., Johns Hopkins U. Prof., English
- Myers, Andrew, Ph.D., Massachusetts Institute of Technology. Asst. Prof., Computer Science
- Nakada, Naomi. M.A., Seikei University, Japan. Lecturer, Asian Studies
- Najemy, John M., Ph.D., Harvard U. Prof., History
- Nee, Victor, Ph.D., Harvard U. Goldwin Smith Professor of Sociology
- Neisser, Ulric, Ph.D., Harvard U. Prof., Psychology
- Nelson, Frederick E., Ph.D., U. of Michigan. Assoc. Prof., Geological Sciences
- Nerode, Anil, Ph.D., U. of Chicago. Goldwin Smith Professor of Mathematics
- Neubert, Matthias, Ph.D., Ruprecht-Karls-U. of Heidelberg. Prof., Physics/LNSQ
- Neuhouser, Frederick, Ph.D., Columbia U. Prof., Philosophy
- Ngaté, Jonathan, Ph.D., U. of Washington. Assoc. Prof., Romance Studies
- Nicholson, Philip, Ph.D., California Inst. of Technology. Prof., Astronomy/CRSR†
- Norton, Mary Beth, Ph.D., Harvard U. Mary Donlon Alger Professor of American History, History
- Nussbaum, Alan, Ph.D., Harvard U. Prof., Classics/Linguistics
- Nussbaum, Michael, Dr. Sci., Academy of Sciences Berlin (Germany). Prof., Mathematics
- O'Connor, Stanley J., Ph.D., Cornell U. Prof. Emeritus, History of Art
- O'Donoghue, Ted, Ph.D., U. of California at Berkeley. Asst. Prof., Economics
- O'Neill, Kathleen, Ph.D., Harvard U. Asst. Prof., Government
- Ohadike, Don, Ph.D., U. of Jos (Nigeria). Assoc. Prof., Africana Studies and Research Center
- Oja, Shambhu. M.A., Tribhubon University, Nepal. Senior Lecturer, Asian Studies
- Oliveira, Jurandir. Ph.D., U. of North Carolina at Chapel Hill. Senior Lecturer, Romance Studies
- Oliver, Jack E., Ph.D., Columbia U. Irving Porter Church Professor Emeritus of Engineering/Earth and Atmospheric Sciences/INSTOC#
- Orear, Jay, Ph.D., U. of Chicago. Prof. Emeritus, Physics/LNSQ
- Orlov, S., Ph.D., Cornell U. Senior Lecturer, Knight Institute for Writing in the Disciplines
- Ortigueira, Salvador, Ph.D., U. Carlos III (Madrid) Asst. Prof., Economics
- Owen, David I., Ph.D., Brandeis U. Bernard and Jane Schapiro Professor of Assyriology, Ancient Near Eastern History and Archaeology, Near Eastern Studies
- Owen, Michael J., Ph.D., Indiana U. Asst. Prof., Psychology
- Palmer, Robert M., M.M., Eastman School of Music. Given Foundation Professor of Music Composition Emeritus, Music
- Pan, An-yi, Ph.D., U. of Kansas. Asst. Prof., History of Art
- Paperno, Lora. B.A., Leningrad Technical College of Book Marketing and Appraisal. Senior Lecturer, Russian
- Paperno, Slava. M.A. equivalent, Leningrad State U. (Russia). M.A. equivalent, Cornell U. Senior Lecturer, Russian
- Park, Kichool, Ph.D., U. of California at Los Angeles. Asst. Prof., Economics
- Parker, A. Reeve, Ph.D., Harvard U. Prof., English
- Parpia, Jeevak M., Ph.D., Cornell U. Prof., Physics/LASSP*
- Parrish, Stephen M., Ph.D., Harvard U. Goldwin Smith Professor of English
- Patterson, J. Ritchie, Ph.D., U. of Chicago. Assoc. Prof., Physics/LNSQ
- Payne, Lawrence E., Ph.D., Iowa State U. Prof. Emeritus, Mathematics
- Paz-Soldán, José E., Ph.D., U. of California at Berkeley. Asst. Prof., Romance Studies
- Peeva, Irena, Ph.D., Brandeis U. Asst. Prof., Mathematics
- Pelliccia, Hayden, Ph.D., Yale U. Assoc. Prof., Classics
- Peraio, Judith A., Ph.D., U. of California at Berkeley. Asst. Prof., Music
- Peterson, Charles A., Ph.D., U. of Washington. Prof., History
- Piedra, José, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Pierpont, Judith. M.A., Teachers College, Columbia U. Senior Lecturer, Knight Institute for Writing in the Disciplines
- Piggott, Joan R., Ph.D., Stanford University. Assoc. Prof., History
- Pinch, Trevor J., Ph.D., U. of Bath (England). Prof., Science and Technology Studies
- Pingali, Keshav K., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Pintner, Walter M., Ph.D., Harvard U. Prof. Emeritus, History
- Plane, Robert A., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry
- Pohl, Robert O., Doktor, U. Erlangen (Germany). Prof. Emeritus, Physics/LASSP*
- Pohl, Susanne, Ph.D., U. of Michigan. Asst. Prof., History
- Polenberg, Richard, Ph.D., Columbia U. Goldwin Smith Professor of American History, History
- Pollak, Nancy, Ph.D., Yale U. Assoc. Prof., Russian Literature
- Pond, Steven, Ph.D., U. of California at Berkeley. Asst. Prof., Music
- Pontusson, Jonas, Ph.D., U. of California at Berkeley. Assoc. Prof., Government
- Porte, Helene Sophrin. Ph.D., Harvard U. Senior Lecturer, Psychology
- Porte, Joel, Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, English
- Porterfield, Leslie Anne. Ph.D., Cornell U. Senior Lecturer, Intensive English Program
- Possen, Rhoda, Ph.D., Yale U., Senior Lecturer, Romance Studies
- Possen, Uri M., Ph.D., Yale U. Prof., Economics
- Power, Alison G., Ph.D., U. of Washington. Prof., Science and Technology Studies/Ecology and Evolutionary Biology
- Powers, David S., Ph.D., Princeton U. Prof., Near Eastern Studies
- Proux, Karine. M.A., University of Rheims. Lecturer, Romance Studies
- Provine, William B., Ph.D., U. of Chicago. Prof., History/Biological Sciences
- Pucci, Pietro, Ph.D., U. of Pisa (Italy). Goldwin Smith Professor of Classics
- Rabkin, Jeremy A., Ph.D., Harvard U. Assoc. Prof., Government

- Radzinowicz, Mary A., Ph.D., Columbia U. Jacob Gould Schurman Professor of English Emerita
- Ralph, Daniel C., Ph.D., Cornell U. Assoc. Prof., Physics/LASSP*
- Ramage, Andrew, Ph.D., Harvard U. Prof., History of Art
- Ramakrishna, Ravi, Ph.D., Princeton U. Asst. Prof., Mathematics
- Rawlings III, Hunter R., Ph.D., Princeton U. Prof., Classics
- Razin, Assaf, Ph.D., U. of Chicago. Friedman Professor of International Economics
- Redmond, Mary Kathryn. M.A.T., School for International Training, Brattleboro, VT. Senior Lecturer, Romance Studies
- Reese, Diana, Ph.D., Columbia U. Asst. Prof., German Studies/Women's Studies
- Regan, Dennis T., Ph.D., Stanford U. Assoc. Prof., Psychology
- Regan, Elizabeth Adkins, Ph.D., U. of Pennsylvania. Prof., Psychology/Biological Sciences
- Rendsburg, Gary, Ph.D., New York U. Paul and Berthe Hendrix Memorial Professor of Jewish Studies, Near Eastern Studies
- Reppy, John D., Ph.D., Yale U. John L. Wetherill Professor of Physics, Physics/LASSP*
- Reppy, Judith, Ph.D. Cornell U. Prof., Science and Technology Studies
- Resina, Joan Ramon, Ph.D., U. of California at Berkeley. Prof., Romance Studies/Comparative Literature
- Rhodes, Frank H. T., Ph.D., U. of Birmingham (England). Prof., Earth and Atmospheric Sciences
- Richards, Annette, Ph.D., Stanford U. Assoc. Prof., Music
- Richardson, Betty McCarthy. Ph.D., Duke U. Senior Lecturer, Physics
- Richardson, Robert C., Ph.D., Duke U. F. R. Newman Professor of Physics/LASSP*
- Rigi, Jakob, Ph.D., U. of London. Asst. Prof., Anthropology
- Riha, Susan J., Ph.D., Washington State U. Prof., Earth and Atmospheric Sciences
- Riles, Annelise, Ph.D., Cambridge U. Prof., Anthropology
- Rivchin, Marilyn. M.F.A., Cornell U. Senior Lecturer, Theatre, Film and Dance
- Rodríguez-García, José Maria, Ph.D., U. of Colorado. Asst. Prof., Romance Studies
- Rogers, Joseph T., Ph.D., U. of Rochester. Assoc. Prof., Physics/LNSP
- Roldan, Mary J., Ph.D., Harvard U. Assoc. Prof., History
- Rooth, Mats, Ph.D., U. of Massachusetts at Amherst. Prof., Linguistics
- Rosen, Bernard C., Ph.D., Cornell U. Prof. Emeritus, Sociology
- Rosen, Carol G., Ph.D., Harvard U. Prof., Linguistics
- Rosen, David, Ph.D., U. of California at Berkeley. Prof., Music
- Rosenberg, Alex, Ph.D., U. of Chicago. Prof. Emeritus, Mathematics
- Rosenberg, Edgar, Ph.D., Stanford U. Prof. Emeritus of English/Comparative Literature
- Rossiter, Margaret, Ph.D., Yale U. Marie Underhill Noll Professor of the History of Science, Science and Technology Studies
- Rothaus, Oscar S., Ph.D., Princeton U. Prof., Mathematics
- Routier-Pucci, Jeannine Suzanne. D.E.A., École des Hautes Études (Paris, France). Senior Lecturer, Romance Studies
- Rubin, David L., Ph.D., U. of Michigan. Boyce D. McDaniel Prof. of Physics, Physics/LNSP
- Rugina, Radu, Ph.D., U. of California at Santa Barbara. Asst. Prof., Computer Science
- Rush, Myron, Ph.D., U. of Chicago. Prof., Government
- Russell, Nerissa, Ph.D., U. of California at Berkeley. Asst. Prof., Anthropology
- Russo, Stephen Albert. Ph.D., Cornell University. Senior Lecturer, Chemistry & Chemical Biology
- Rusten, Jeffrey S., Ph.D., Harvard U. Prof., Classics
- Ryter, Loren, Ph.D., U. of Washington. Asst. Prof., Government
- Saccamano, Neil, Ph.D., Johns Hopkins U. Assoc. Prof., English/Comparative Literature
- Sakai, Naoki, Ph.D., U. of Chicago. Prof., Asian Studies/Comparative Literature
- Saloff-Coste, Laurent, Ph.D., U. Paris VI. Prof., Mathematics
- Salpeter, Edwin E., Ph.D., Birmingham U. (England). James Gilbert White Distinguished Professor in the Physical Sciences Emeritus, Physics/LNSP/Astronomy/CRSR†
- Salvatore, Nicholas, Ph.D., U. of California at Berkeley. Prof., Industrial and Labor Relations/American Studies
- Samuels, Shirley, Ph.D., U. of California at Berkeley. Prof., English
- Sanchez-Blake, Elvira. Ph.D., Cornell U. Senior Lecturer, Romance Studies
- Sanders, Elizabeth, Ph.D., Cornell U. Prof., Government
- Sangren, P. Steven, Ph.D., Stanford U. Prof., Anthropology
- Santiago-Irizarry, Vilma, Ph.D., New York U. Asst. Prof., Anthropology and Latino Studies
- Sawyer, Paul L., Ph.D., Columbia U. Prof., English
- Schaffzin, Sara. M.A., U. of Rochester. Senior Lecturer, English for Academic Purposes
- Schamis, Hector, Ph.D., Columbia U. Asst. Prof., Government
- Scharf, Nava. M.A., Levinsky Seminary, Tel Aviv. Senior Lecturer, Near Eastern Studies
- Schatz, Alfred H., Ph.D., New York U. Prof., Mathematics
- Scheraga, Harold A., Ph.D., Duke U. George W. and Grace L. Todd Professor Emeritus of Chemistry and Chemical Biology
- Schneider, Fred B., Ph.D., SUNY at Stonybrook. Prof., Computer Science
- Schneider, Rebecca, Ph.D., New York U. Asst. Prof., Theatre, Film and Dance
- Schuler, Richard E., Ph.D., Brown U. Prof., Economics/Engineering
- Schwartz, David, Ph.D., SUNY at Buffalo. Asst. Prof., Computer Science
- Schwarz, Anette, Ph.D., Johns Hopkins U. Assoc. Prof., German Studies
- Schwarz, Daniel R., Ph.D., Brown U. Prof., English
- Selden, Kyoko Iriye. Ph.D., Yale U. Senior Lecturer, Asian Studies
- Self, James T. B.A., Cornell U. Senior Lecturer, Theatre, Film and Dance
- Selman, Bart, Ph.D., U. of Toronto. Assoc. Prof., Computer Science
- Seltzer, Mark, Ph.D., U. of California at Berkeley. Prof., English
- Sen, Shankar, Ph.D., Harvard U. Prof., Mathematics
- Senderovich, Savely, Ph.D., New York U. Prof., Russian Literature
- Sengers, Phoebe, Ph.D., Carnegie-Mellon U. Asst. Prof., Science & Technology Studies/Computing and Information
- Sethi, Neelam, Ph.D., U. of California at San Diego. Lecturer, Science and Technology Studies
- Sethna, James P., Ph.D., Princeton U. Prof., Physics/LASSP*
- Seznec, Alain, D.E.S., U. of Paris-Sorbonne (France). Prof. Emeritus, Romance Studies
- Shanmugasundaram, Jayavel, Ph.D., U. of Wisconsin at Madison. Asst. Prof., Computer Science
- Shanzer, Danuta, D.Phil., Oxford U. (England). Prof., Classics
- Shapiro, Elliot Hart. Ph.D., U. of Rochester. Lecturer, Knight Institute for Writing in the Disciplines
- Shapiro, Gavriel, Ph.D., U. of Illinois at Urbana, Champaign. Prof., Russian Literature
- Shaw, Harry E., Ph.D., U. of California at Berkeley. Prof., English
- Shefter, Martin A., Ph.D., Harvard U. Prof., Government
- Shell, Karl, Ph.D. Stanford U. Robert Julius Thorne Professor of Economics
- Shin, Michael, Ph.D., U. of Chicago. Instructor, Asian Studies
- Shirai, Yasuhiro, Ph.D., U. of California at Los Angeles. Assoc. Prof., Asian Studies
- Shmoys, David B., Ph.D., U. of California at Berkeley. Prof., Computer Science
- Shoemaker, Sydney S., Ph.D., Cornell U. Susan Linn Sage Professor of Philosophy
- Shoer, Shalom. M.A., Cornell University. Senior Lecturer, Near Eastern Studies
- Shore, Richard A., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Shue, Henry, Ph.D., Princeton U. Wyn and William Y. Hutchinson Prof. of Ethics and Public Life
- Shue, Vivienne B., Ph.D., Harvard U. Frank and Rosa Rhodes Professor of Chinese Government
- Siegel, James T., Ph.D., U. of California at Berkeley. Prof., Anthropology
- Siegel, Sandra F., Ph.D., U. of Chicago. Prof., English
- Sierra, Roberto, M. M., London U. (England). Prof., Music
- Solomon, Avery P. M.A.T., M.A., Cornell University. Senior Lecturer, Mathematics
- Sievers, Albert J. III, Ph.D., U. of California at Berkeley. Edward L. Nichols Professor, Physics/LASSP*
- Silbey, Joel H., Ph.D., U. of Iowa. Prof. Emeritus, History
- Silsbee, Robert H., Ph.D., Harvard U. Prof. Emeritus, Physics/LASSP*
- Silverman, Albert, Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics/LNSP
- Sirer, Emin Gun, Ph.D., U. of Washington. Asst. Prof., Computer Science
- Sjamaar, Reyer, Ph.D., Rijksuniversiteit te Utrecht (The Netherlands). Asst. Prof., Mathematics
- Small, Meredith F., Ph.D., U. of California at Davis. Asst. Prof., Anthropology
- Smillie, John, Ph.D., U. of Chicago. Prof., Mathematics
- Smith, Anna Marie, Ph.D., U. of Essex (England). Assoc. Prof., Government
- Smith, Robert J., Ph.D., Cornell U. Goldwin Smith Professor of Anthropology Emeritus
- Sogah, Dotsevi Y., Ph.D., U. of California at Los Angeles. Prof., Chemistry and Chemical Biology
- Sogno, Cristiana, Ph.D., Yale U. Townsend Asst. Prof., Classics
- Sokol, Thomas A., M.A., George Peabody Coll. Prof. Emeritus, Music
- Solá, Donald F., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Solomon, Avery P. M.A.T., M.A., Cornell U. Senior Lecturer, Mathematics

- Somkin, Fred, Ph.D., Cornell U. Prof. Emeritus, History
- Sparfel, Christine, Mathématiques-Physique I and DEUG. Senior Lecturer, Romance Studies
- Speh, Birgit, Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Spillers, Hortense, Ph.D., Brandeis U. Frederick J. Whiton Prof. of English
- Spivey-Knowlton, Michael, Ph.D., U. of Rochester. Asst. Prof., Psychology
- Squires, Steven W., Ph.D., Cornell U. Prof., Astronomy/CRSR†
- Stacey, Gordon J., Ph.D., Cornell U. Prof., Astronomy/CRSR†
- Staller, George J., Ph.D., Cornell U. Prof., Economics
- Stanley, Jason, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Philosophy
- Starr, Deborah A., Ph.D., U. of Michigan. Asst. Prof., Near Eastern Studies
- Stein, Peter C., Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
- Steinberg, Michael P., Ph.D., U. of Chicago. Prof., History
- Stern, Robert, Ph.D., Vanderbilt U. Prof., Sociology/Industrial and Labor Relations
- Stewart-Steinberg, Suzanne, Ph.D., Yale U. Adjunct Asst. Prof., Romance Studies
- Stillman, Michael E., Ph.D., Harvard U. Assoc. Prof., Mathematics
- Stith, Marice W., M.A., Ohio State U. Prof., Emeritus, Music
- Strang, David, Ph.D., Stanford U. Assoc. Prof., Sociology
- Stratakos Tió, Amalia. M.S., Syracuse U. Senior Lecturer, Romance Studies
- Strauss, Barry S., Ph.D., Yale U. Prof., History/Classics
- Strichartz, Robert S., Ph.D., Princeton U. Prof., Mathematics
- Strout, S. Cushing, Jr., Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, Emeritus, English
- Stucky, Steven, D.M.A., Cornell U. Prof., Music
- Sturgeon, Nicholas L., Ph.D., Princeton U. Prof., Philosophy
- Stycos, Joseph M., Ph.D., Columbia U. Prof., Rural Sociology/Sociology
- Stycos, Maria Nowakowska. Ph.D., Cornell U. Senior Lecturer, Romance Studies
- Suber, Paul Byron. B.A., Cornell U. Senior Lecturer, Theatre, Film and Dance
- Subramanian, Shankar, Ph.D., U. of California at Berkeley. Asst. Prof., Economics
- Suh, Jae Jung, Ph.D., U. of Pennsylvania. Asst. Prof., Government
- Sukle, Robert Joseph. M.A., Cornell U. Senior Lecturer, Asian Studies
- Suñer, Margarita A., Ph.D., Indiana U. Prof., Linguistics
- Swedberg, Richard, Ph.D., Boston College. Prof., Sociology
- Sweedler, Moss E., Ph.D., Massachusetts Inst. of Technology. Prof. Emeritus, Mathematics
- Swenson, Maria Giuseppina. Ph.D., Cornell U. Senior Lecturer, Romance Studies
- Szabó, Zoltán, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Philosophy
- Szelényi, Szonja, Ph.D., U. of Wisconsin. Assoc. Prof., Sociology
- Taavola, Kristin, Ph.D., Eastman School of Music. Asst. Prof., Music
- Tagliacozzo, Eric, Ph.D., Yale U. Asst. Prof., History
- Talman, Richard M., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡
- Tan, Kia-Hui, D.M.A., Cleveland Institute of Music. Asst. Prof., Music
- Tardos, Evá, Ph.D., Eötvös U. (Hungary). Prof., Computer Science
- Tarrow, Susan, Ph.D., Cornell U. Adjunct Assoc. Prof., Romance Studies
- Tarrow, Sidney G., Ph.D., U. of California at Berkeley. Maxwell M. Upson Professor of Government
- Taylor, Keith W., Ph.D., U. of Michigan. Prof., Asian Studies
- Teitelbaum, Tim, Ph.D., Carnegie-Mellon U. Assoc. Prof., Computer Science
- Teng, Qiuyun. M.A., Cornell U. Senior Lecturer, Asian Studies
- Terrell, Maria Shea. Ph.D., U. of Virginia. Senior Lecturer, Mathematics
- Terzian, Yervant, Ph.D., Indiana U. David C. Duncan Professor in the Physical Sciences, Astronomy/NAIC‡
- Teskey, Gordon L., Ph.D., U. of Toronto, Canada. Prof., English
- Teukolsky, Saul A., Ph.D., California Inst. of Technology. Hans A. Bethe Professor of Physics and Astronomy, Physics/LNS‡/Astronomy
- Thorbecke, Erik, Ph.D., U. of California at Berkeley. H. Edward Babcock Professor of Economics and Food Economics Emeritus, Nutritional Sciences/Economics
- Thorne, Robert E., Ph.D., U. of Illinois. Prof., Physics/LASSP*
- Tierney, Brian, Ph.D., Pembroke College of Cambridge U. (England).
- Bryce and Edith M. Bowman Professor in Humanistic Studies Emeritus, History
- Tigner, Maury, Ph.D., Cornell U. Hans Bethe Prof. of Physics, Emeritus, Physics/LNS‡
- Tolbert, Pamela, Ph.D., U. of California at Los Angeles Assoc. Prof., Sociology/Industrial and Labor Relations
- Toorawa, Shawkat, Ph.D., U. of Pennsylvania. Asst. Prof., Near Eastern Studies
- Toueg, Sam, Ph.D., Princeton. Prof., Computer Science
- Trancik, Lena Gerd Karin. M.A. equiv., University of Stockholm. Senior Lecturer, German Studies
- Tranviet, Thuy D. M. A., University of Michigan. Lecturer, Asian Studies
- Tsimberov, Viktoria. M.S., Lensovet Leningrad Institute of Chemical Technology. Senior Lecturer, Russian
- Tucker, Scott, M.M., New England Conservatory. Assoc. Prof., Music
- Tun, San San Hnin. M.A., Rangoon Arts and Sciences University (Burma). M.A., Western Illinois University. Senior Lecturer, Romance Studies and Asian Studies.
- Turcotte, Donald L., Ph.D., California Inst. of Technology. Maxwell M. Upson Professor of Engineering, Earth and Atmospheric Sciences/INSTOC#
- Turner, James E., Ph.D., Union Graduate School at Antioch College. Prof., Africana Studies and Research Center
- Turner, Terrence, Ph.D., Harvard U. Prof., Anthropology
- Tye, Sze-hoi Henry, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
- Uphoff, Norman T., Ph.D., U. of California at Berkeley. Prof., Government
- Urquiola, Miguel, Ph.D., U. of California at Berkeley. Asst. Prof., Economics
- Usher, David A., Ph.D., Cambridge U. (England). Assoc. Prof., Chemistry and Chemical Biology
- Usner, Daniel H., Jr., Ph.D., Duke U. Prof., History
- Vallois, Marie-Claire, Ph.D., U. of Nice (France). Assoc. Prof., Romance Studies
- Van Dyke, Alison. Senior Lecturer, Theatre, Film & Dance
- Vanek, Jaroslav, Ph.D., Massachusetts Inst. of Technology. Carl Marks Professor of International Studies Emeritus, Economics
- Van Loan, Charles F., Ph.D., U. of Michigan. Joseph C. Ford Prof. of Engineering, Computer Science
- Vann, Sarguel Leroy. M.S.Ed., SUNY Brockport. Lecturer, Intensive English Program
- Vaughn, Stephanie, M.F.A., U. of Iowa. Prof., English
- Vavasis, Stephen, Ph.D., Stanford U. Prof., Computer Science
- Veverka, Joseph F., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Villarejo, Amy, Ph.D., U. of Pittsburgh. Asst. Prof., Theatre, Film and Dance/Women's Studies
- Viramontes, Helena M., M.F.A., U. of California at Irvine. Asst. Prof., English
- Vogelsang, Tim, Ph.D., Princeton U. Assoc. Prof., Economics
- Vogtmann, Karen L., Ph.D., U. of California at Berkeley. Prof., Mathematics
- Volman, Thomas P., Ph.D., U. of Chicago. Assoc. Prof., Anthropology
- Wahlbin, Lars B., Ph.D., U. of Göteborg (Sweden). Prof., Mathematics
- Waite, Geoffrey C. W., Ph.D., Princeton U. Assoc. Prof., German Studies
- Waldron, Colette Denise. M.A. equiv., Faculté De Lettres, Besancon. Senior Lecturer, Romance Studies
- Waligora-Davis, Nicole, Ph.D., Duke U. Asst. Prof., English
- Wan, Henry Y., Jr., Ph.D., Massachusetts Inst. of Technology. Prof., Economics
- Wang, Michelle D., Ph.D., U. of Michigan. Asst. Prof., Physics/LASSP*
- Warner, Ding Xiang, Ph.D., U. of Washington. Asst. Prof., Asian Studies
- Washington, Margaret, Ph.D., U. of California at Davis. Assoc. Prof., History
- Wasserman, Ira M., Ph.D., Harvard U. Prof., Astronomy/Physics/CRSR†
- Waugh, Linda R., Ph.D., Indiana U. Prof. Emeritus, Romance Studies/Comparative Literature
- Way, Christopher, Ph.D., Stanford U. Asst. Prof., Government
- Webster, James, Ph.D., Princeton U. Goldwin Smith Professor of Music
- Weeden, Kim, Ph.D., Stanford U. Asst. Prof., Sociology
- Weil, Rachel, Ph.D., Princeton U. Assoc. Prof., History
- Weiss, John H., Ph.D., Harvard U. Assoc. Prof., History
- Weiss, Michael, Ph.D., Cornell U. Assoc. Prof., Linguistics
- Wen, Yi, Ph.D., U. of Iowa. Asst. Prof., Economics
- West, Beverly Henderson. M.A., U. of Wisconsin. Senior Lecturer, Mathematics
- West, James E., Ph.D., Louisiana State U. Prof., Mathematics
- Wetherbee, Winthrop, Ph.D., U. of California at Berkeley. Avalon Professor of English and Medieval Studies, English/Medieval Studies/Comparative Literature
- Wethington, Elaine, Ph.D., U. of Michigan. Assoc. Prof., Sociology/Human Development
- White, William M., Ph.D., U. of Rhode Island. Prof., Earth and Atmospheric Sciences
- Whiting, Jennifer, Ph.D., Cornell U. Prof., Philosophy

- Whitman, John B., Ph.D., Harvard U. Assoc. Prof., Linguistics
- Whitman, Yasuko Nakanishi. B.A., Tamagawa University. Senior Lecturer, Asian Studies
- Widom, Benjamin, Ph.D., Cornell U. Goldwin Smith Professor of Chemistry and Chemical Biology
- Wilcox, Charles F., Jr., Ph.D., U. of California at Los Angeles. Prof., Chemistry and Chemical Biology
- Wilks, Daniel S., Ph.D., Oregon State U. Prof., Earth and Atmospheric Sciences
- Willford, Andrew C., Ph.D., U. of California at San Diego. Asst. Prof., Anthropology
- Williams, L. Pearce, Ph.D., Cornell U. John Stambaugh Professor of the History of Science Emeritus, Science and Technology Studies
- Williams, Robin M., Jr., Ph.D., Harvard U. Henry Scarborough Professor of Social Sciences Emeritus, Sociology
- Wilson, Robert R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
- Wissink, Jennifer Parker. Ph.D., U. of Pennsylvania. Senior Lecturer, Economics
- Wolczanski, Peter T., Ph.D., California Inst. of Technology. George W. and Grace L. Todd Professor of Chemistry and Chemical Biology
- Wolff, John U., Ph.D., Yale U. Prof., Linguistics/Asian Studies
- Wong, Shelley, Ph.D., U. of California at Berkeley. Assoc. Prof., English/Asian American Studies
- Wyatt, David K., Ph.D., Cornell U. Prof. Emeritus, History
- Yan, Tung-Mow, Ph.D., Harvard U. Prof., Physics/LNS[¶]
- Yates, Sally. M.A., School for International Training. Senior Lecturer, Intensive English Program
- Yearsley, David G., Ph.D., Stanford U. Asst. Prof., Music
- Yona, Golan, Ph.D., Hebrew U. Asst. Prof., Computer Science
- York, James, Ph.D., N. Carolina State U. Prof., Physics/LNS
- Younes, Munther A. Ph.D., U. of Texas at Austin. Senior Lecturer, Near Eastern Studies
- Zabih, Raman, Ph.D., Stanford U. Assoc. Prof., Computer Science
- Zaslaw, Neal A., Ph.D., Columbia U. Herbert Gussman Professor of Music
- Zax, David B., Ph.D., U. of California at Berkeley. Assoc. Prof., Chemistry and Chemical Biology
- Zec, Draga, Ph.D., Stanford U. Assoc. Prof., Linguistics
- Zhu, Tao, Ph.D., Pennsylvania State U. Asst. Prof., Economics

*Laboratory of Atomic and Solid State Physics.

†Center for Radiophysics and Space Research.

‡National Astronomy and Ionosphere Center.

¶Laboratory of Nuclear Studies.

#Institute for the Study of the Continents.